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HISTORY  
OF  
ADELPHI ACADEMY

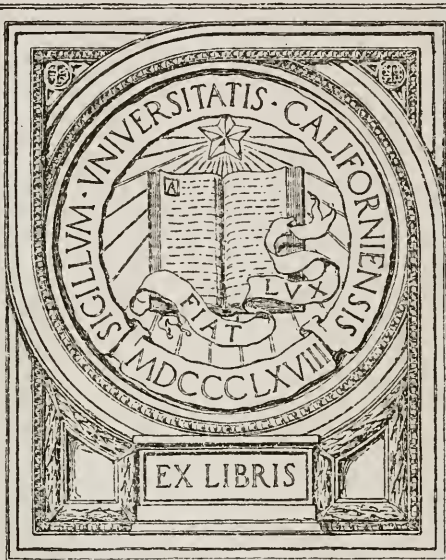


1869-1916

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IN MEMORIAM

Albin Putzker



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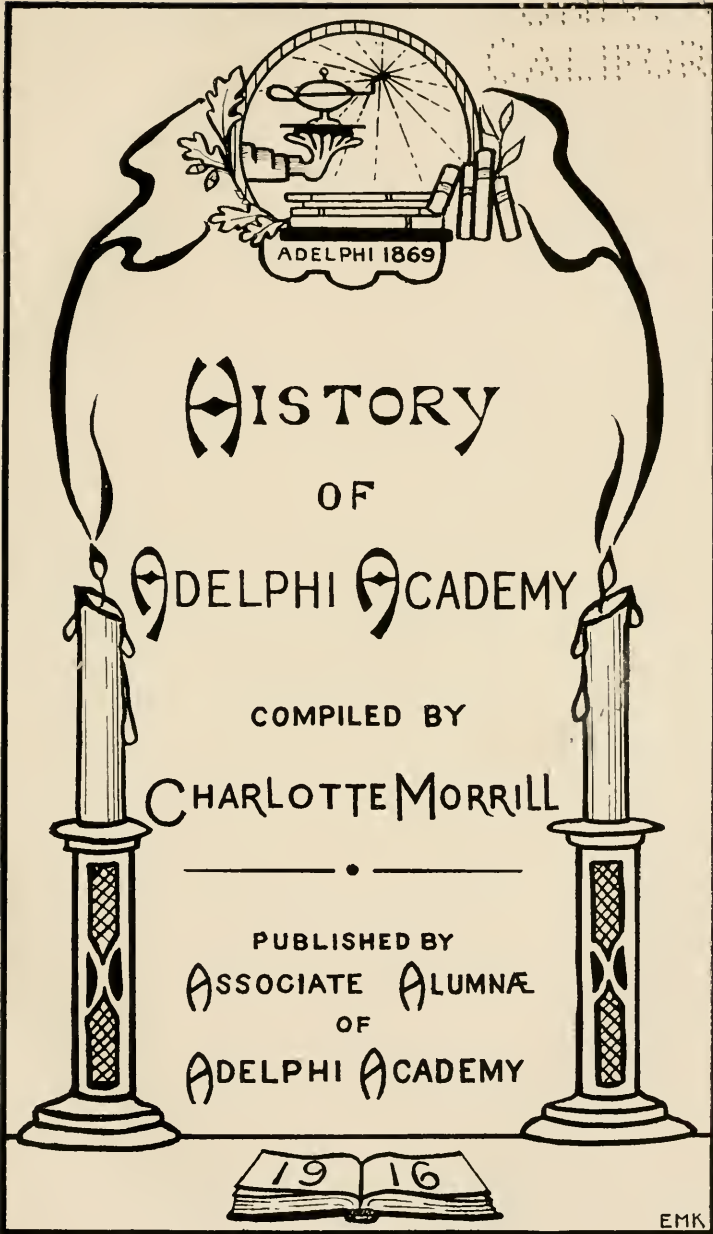
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All in Putyker -  
June 4. 1887



*Charlotte Morrill*





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Gift of Albin Putzker



*In grateful recognition of the inestimable  
service which the sons and daughters of  
Adelphi Academy have rendered to their  
Alma Mater by their love, loyalty and  
high standing in the community.*

UNIV. OF  
CALIFORNIA

## TO THE ASSOCIATE ALUMNAE

The morning of May twenty-ninth, nineteen hundred and seven, was like hundreds of other mornings in the Adelphi horizon, but with the setting sun a new light came in. The State of New York had set its seal upon the charter of your society, which has been most helpful and has placed the Adelphi under a deep debt of gratitude. Names of its members figure in the columns of society news. They appear on Boards of Managers of many Benevolent Associations. They are known, loved and honored over this goodly city.



## FOREWORD

"IF we could only get rid of Time and Space we could be perfectly happy. It takes such a lot of trouble to save time and such a lot of time to get over space that life is too short for our little humanities."

This comes home to me as I look over the list of classes. Until the erection of the Clifton Place Building, which removed the older pupils from my vicinity, I knew all the members of the Graduating Classes. Even now the name of every graduate is familiar to me. I mourn with those who mourn and rejoice with those who rejoice. It would be pleasant to speak of every class, but Time and Space forbid.

May I hesitate a moment over the record of 1888 to which was recently added the name of Judge Frederic E. Crane. This class gave us the Adelphi Colors.

Freda Brunn secured for Laura Winnington and other class mates memorials to be placed on Adelphi walls. A few years later Freda's name was written in bronze here. With moistened eyes, I read the name of Martha E. Jansen, who though crippled and burdened with pain

"Still *hears* in *her* soul the music  
Of wonderful melodies."

Last Spring it was my privilege to sit at table





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tended and eagerly anticipated. "Lest we forget," here is the list:

- 1904—"Love's Lottery"  
With Madame Schumann-Heink  
Montauk Theatre
- 1905—"The Commuters"  
Majestic Theatre
- 1906—"Her Great Match"  
With Maxine Elliott  
Montauk Theatre
- 1907—"The Lion and the Mouse"  
Montauk Theatre
- 1908—"The Wife"  
With John Drew and Billie Burke  
Montauk Theatre
- 1909—"The Man from Home"  
With William Hodge  
Astor Theatre, N. Y.
- 1910—"The Isle of Geyouga"  
Home Talent at Adelphi
- 1911—"Sherlock Holmes"  
With William Gillette  
Montauk Theatre
- 1912—"Single Man"  
With John Drew  
Montauk Theatre
- 1913—"The Perplexed Husband"  
With John Drew  
Montauk Theatre
- 1914—"The New Henrietta"  
With William Crane and Douglas Fairbanks.  
Montauk Theatre
- 1915—"He Comes Up Smiling"  
With Douglas Fairbanks  
Montauk Theatre

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There lies open before me a bound volume of the *Adelphi Record*, a monthly publication beginning in December, eighteen hundred and sixty-four, and continuing three years.

*The Adelphian* entered the magazine field November, eighteen hundred and seventy, and is still published regularly. We believe that we feel a justifiable pride in it and know that it holds high rank among school periodicals.

*The Adelphic*, a yearly publication, made its first appearance in eighteen hundred and eighty-eight. If any Adelphi graduate has failed to see a copy a great opportunity has been lost. Rectify the mistake at once and you will be thankful for the suggestion.

I submit to your charity whether the accompanying History should be summed up among the literary productions of Adelphi. Agnes Repplier says that "History is and always has been hampered by facts." The Adelphi History, though prepared with great labor, has fallen far below my ideals and disappointed my hopes. The courtesy and generosity of your society which have made its publication possible will be recalled with ever increasing thankfulness while memory lasts.

Your numbers increase year by year, but we cannot forget that there is hardly a year in which some beloved name is not taken from the roll. To-day we miss from the record of graduates the names of 50 boys and 30 girls. To their scattered

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graves we offer the flowers of affectionate remembrance.

Upon the strong young shoulders of her sons and daughters rests in great measure the future of Adelphi. I beseech you to "Take up the burden cheerfully. Bear it on bravely. Lay it down triumphantly." With an affection which increases as the years roll by,

I am,

Yours very sincerely,

CHARLOTTE MORRILL.



THE HISTORY OF ADELPHI ACADEMY  
DURING THE ADMINISTRATION OF  
JOHN LOCKWOOD, M.A., 1869-1870





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ADELPHI ACADEMY, 1869

## THE ADMINISTRATION OF JOHN LOCKWOOD, M.A., 1869-1870

THE true history of a school is written only on hearts and minds. It may be handed from one generation to another, as were the old legends. Figures tell so little and tell it so imperfectly that the writing of history seems well-nigh hopeless. The Adelphi Academy, with its army of graduates, has items of interest which it must not let fade. With the American love for celebrating anniversaries, she could not pass the half-century mark without recording, however imperfectly, some history of her people and her success.

The thought of the school came first to Dr. Bunker and Aaron Chadwick, but they consigned the infant plant to the care of John Lockwood.

The school opened with one pupil, September 7, 1863. Soon there were eleven, and at the close of the year twenty-eight.

Keenly alive to the dignity and responsibility of the teacher's calling, willing to spend and be spent for his pupils, Mr. Lockwood put emphasis equally on moral and mental culture. There were no high schools in Brooklyn and the fields were white to the harvest.

Despite his Quaker principles, Mr. Lockwood volunteered as a soldier in the Civil War, joining the Twenty-third Brooklyn Regiment to oppose

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General Lee in the disastrous invasion of Pennsylvania. After the Battle of Gettysburg Mr. Lockwood returned, having been in the field thirty days.

Mr. Lockwood was graduated from Columbia at the age of twenty-one, having taken a prize at every mathematical examination during the four years. He was elected poet of the Alumni Association.

For three years after the completion of his college course he engaged in study and literary work. For several years he taught in public and private schools near New York. He succeeded James Parton as associate editor of Morris and Willis's *Home Journal*, but did not find the work congenial. Quite early his proficiency in Astronomy attracted the attention of Dr. Hackley of Columbia, who introduced him to Charles A. Dana, then Managing Editor of the New York *Tribune*. Mr. Lockwood's article on the Comet which had just begun to blaze its way was followed with a long series of astronomical articles which graced the columns of the *Tribune* from week to week. They were so appreciated that he was invited to succeed Dr. Thomas Hill, President of Harvard College, who retired from the position of preparing the astronomical articles for the American Cyclopaedia. The work was so well done that when the new edition was projected some years after, Mr. Dana invited Mr. Lockwood to take charge of the

Department of Astronomy. When the honor was declined, it fell to the famous astronomical writer, Richard A. Proctor.

Mr. Lockwood was eminently fitted for the vocation of teaching, for added to his varied scholarship were a happy faculty of imparting knowledge and a nature in sympathy with young people. So highly did he value truth that he was solicitous to banish fear—the active principle of falsehood—from the heart. Under his administration, an offender was never punished on his own confession or on the tattling report of a schoolmate. In his scheme of education, character was the thing placed above everything else. This was the rock on which he built and the great secret of his success as a teacher.

A prominent Brooklyn woman who had five sons, three of whom were ready for school, happened to pass Mr. Lockwood's school and saw him playing ball with his pupils. The appearance of the man and his manifest interest in the boys secured him the five names for his roll-book.

Mr. Lockwood opened his school in what is now 412 Adelphi Street. Soon he annexed 414 and subsequently bought a little chapel which an eccentric Englishman had built for himself and family. The site is now occupied by an apartment house. Mr. Truman J. Ellinwood, a graduate of Dr. Dio Lewis's Normal School of Physical Culture in Boston, became a permanent instructor in the Adelphi,

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introducing Dio Lewis's Calisthenic Drill. The school grew rapidly and more spacious accommodations became necessary. To a considerable extent the funds for this enlargement and equipment in Adelphi Street were furnished by Mr. Ellinwood. A school paper known as *The Academy Record*, published in Brooklyn quarterly and sometimes monthly, repeatedly recognized his department as of great importance, giving to the institution a unique reputation. For physical culture it soon came to be regarded as unequalled by any similar school in Brooklyn or New York or perhaps in the nation.

It should not be forgotten that in almost all schools, public and private, proper physical training during that early period was sadly neglected. Dr. Lewis's system was a revelation of possibilities in this line. It included many progressive exercises with light dumb-bells, rings, wands, Indian clubs, etc., besides free gymnastics, with careful and persistent training to eliminate awkwardness, cure defects, ensure right posture, graceful carriage, correct walking and marching, and unexceptionable deportment.

It was not long before an earnest desire was widely expressed for the admission of girls. Many of these were in private classes under Mr. Ellinwood's instruction. The Principals, Lockwood and Ellinwood, were predisposed to permit this, and they received them on equal terms with the boys.



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Messrs. Lockwood and Ellinwood desired to erect a building on Lafayette Avenue near Hall Street. Like most school men, Mr. Lockwood was not a financier and the burden of the necessary debt seemed too great for him. The school was gaining rapidly and the citizens of Brooklyn showed their appreciation by rallying to their support.

In a pamphlet entitled, "Proceedings of a Meeting to Take Steps Toward the Erection of a New Building for the Adelphi Academy," I read:

"Brooklyn, May 8, 1867.

SIR: You are invited to attend a meeting of friends of the Adelphi Academy, to be held on Saturday evening, May 11th, 1867, at 8 o'clock, at the Academy Calisthenium, Nos. 338 and 340 Adelphi Street, for the purpose of taking steps toward assisting in the erection of a building for the use of the academic department of the school, and to consider some other propositions for enlarging the usefulness and giving a more perfect development to the plant of the institution.

Respectfully,

CHARLES PRATT, Clinton Ave., cor. Willoughby.

A. S. BARNES, Clinton Ave., cor. Atlantic.

J. MAYER, Cumberland St., near Willoughby Ave.

SAMUEL VERNON, 201 Lafayette Ave.

DANIEL O. TATUM, 290 Adelphi St.

H. DOLLNER, 177 Washington Ave.

E. G. WEBSTER, Clinton Ave., cor. Greene.

JAMES L. BRUMLEY, 319 Washington Ave.

THOMAS VERNON, 199 Lafayette Ave.

JOSEPH LEE, Cumberland St., near Willoughby Ave.

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Mr. Harold Dollner was called to the chair, and Mr. Charles Pratt was appointed Secretary.

Mr. John Lockwood, being called upon, made the following statement:

The Adelphi Academy, established in February, 1863, was opened in September of the same year, under the new management of John Lockwood, with 11 pupils. By the end of the year, this number was increased to 23. The whole number for the following year was 61. The following table shows the number on the 15th day of each month of the current year, beginning with September:

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April
150	199	214	219	223	239	245	248

The new building proposed is intended for the accommodation of the Academic Department alone. The present quarters being then devoted to the Preparatory Department, it is designed to include therein children of both sexes, varying from five to about twelve years of age. The admission of girls will, it is expected, be an additional cause of increase in the number of pupils.

The building to be erected is designed to include a spacious Calisthenic Hall. For this purpose twelve lots of ground have been secured, on Lafayette avenue, Hall street, and Van Buren street, costing about \$14,500. Such a building as is needed for immediate use could be put up for the sum, it is calculated, of \$40,000; making, with

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the price of the land, the sum of \$55,000 to be raised.

To show the capacity of the business to meet the interest on such loan, as well as the principal at maturity, the following statement is made:

The present attendance, if continued next year, without an increase of expenditures, will yield a net income of \$9000, exclusive of the Principal's salary. With the enlarged accommodations proposed, this amount, taking as a basis the average rate of increase of previous years, it may not be extravagant to assume, would be more than doubled. It is desirable that a part of this, as in the past, should be applied to extending and developing the institution; but an ample sum will be left for interest, and a liberal sinking fund for the principal, while all improvements will add to the security of the loan.

After a free expression of the minds of the friends present as to the best method of accomplishing the object, the following plan, originally drawn by Mr. Dollner, was unanimously adopted.

### “PLAN OF ORGANIZATION

BROOKLYN, May 11, 1867.

The undersigned, feeling interested in the progress and prosperity of the ADELPHI ACADEMY, owned and managed by Mr. John Lockwood and Mr. Truman J. Ellinwood, desire that

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enlarged accommodations should be provided for the School, especially for the physical development of the children under their instruction. It is proposed to erect a suitable building on the land owned by Messrs. Lockwood and Ellinwood, on Lafayette avenue, Van Buren street, and Hall street, containing twelve lots.

These lots cost about fourteen thousand five hundred dollars, of which thirteen thousand are on mortgage. It is estimated that the building, with the lots, will cost about fifty-five thousand dollars. Of this amount twenty thousand can be raised on first mortgage.

Messrs. Lockwood and Ellinwood having no available means, we, the undersigned, pledge ourselves to loan them the amounts placed opposite our signatures, payable to the Chairman or Treasurer of a Committee of five of our number, who, in connection with Messrs. Lockwood and Ellinwood, will attend to the speedy erection of the building, with the understanding that Messrs. Lockwood and Ellinwood retain sole control of the educational department of the School.

To secure the lenders of the money, Mr. John Lockwood and Mr. Truman J. Ellinwood will execute a second mortgage in favor of the above-named Chairman or Treasurer, who is to hold the same in trust for the lenders, and who will receive from Messrs. Lockwood and Ellinwood interest, at the rate of seven per cent per annum, and

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disburse the same to the lenders in proportion to the different amounts loaned; or, it may be optional with the lenders and Messrs. Lockwood and Ellinwood, to receive credit for interest due on their school bills while any of the lenders continue to have children at the Adelphi Academy.

But it is agreed upon by the lenders, that no part of the principal of amounts loaned shall be claimed before the lapse of five years, while Messrs. Lockwood and Ellinwood have the privilege of reducing their indebtedness earlier if their circumstances allow it.

Additional insurance against fire, over and above an amount sufficient to cover the first mortgage, is to be paid by Messrs. Lockwood and Ellinwood, for as much as can reasonably be insured.

This loan is to be placed in the shape of bonds, according to the amounts of subscription, of not less than one hundred dollars each. All the money is to be paid in before the building is commenced; and, unless the building is begun within six months from this date, this subscription shall be void."

This plan met with unanimous favor; and after an animated discussion as to the best mode of carrying it into effect, the meeting resolved itself into a committee, each to do what he could to insure the success of the enterprise and report to Mr. Thomas Vernon, who was voted chairman of the committee.

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At the meeting June 4, 1867, there were read characteristic letters from Henry Ward Beecher and Horace Greeley, the latter of which follows:

“Office of the Tribune,

New York, June 2, 1867.

GENTLEMEN: I am a member-elect of the Constitutional Convention, and must not neglect the duties thus devolved upon me.

That Convention meets on the 4th, at Albany, and I must be there; so I cannot be with you. I do, however, most heartily approve of blending systematic physical with mental training, and on that ground fervently wish success to the Adelphi Academy.

Yours,

HORACE GREELEY.”

Dr. Budington made the first speech of the evening. Dr. Theodore L. Cuyler followed him. He spoke with his wonted enthusiasm of the calisthenic drills and of the special fitness of Mr. Lockwood.

“A man is not worth a button as a teacher who would not rather be a teacher than anything else, unlike the down-Easter who had not made up his mind whether he would keep school or drive a stage! I think that where a man is driven to teaching to get a piece of bread in his mouth he disgraces rather than dignifies the noble vocation of teaching. A man must love to teach, or he will not make the scholars love their work. And I think these friends of ours have gone into their school with a love of teaching. They love their school, and the children love it, they keep up their fire in it, and give zest



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to the studies and operations which are carried on there."

Mr. Daniel O. Tatum called for the 'Treasurer's report, which was made by Mr. Thomas Vernon, as follows:

"Mr. Chairman: After a great deal of talking and a great deal of walking, I have succeeded in making the subscriptions amount to \$17,000. I understand that other parties have raised about \$1,000 more, making in all about \$18,000. I do not mean to say that those men who have put down their names required a great deal of persuasion; but I have seen many others who were not so free as they have been. As I go through this community, I meet with a great variety of people, and tell my story again and again without any success. This, sir, takes a great deal of time and talk."

Names of other speakers then dear to the community and still recalled with pride and affection are Rev. George E. Thrall, Rev. E. T. Hiscox, C. W. L. F. Morrow, Professor Rufus King Browne, Samuel Vernon and Mr. E. N. Taft.

A circular published June 10, 1869, reads:

"It having been determined to endow and incorporate the Adelphi Academy, some account of the steps that have already been taken will be useful, in aid of the effort that is to be made to secure further contributions to the end proposed, the initiatory steps toward which were taken at a meeting of citizens residing in the vicinity of the Acad-

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emy, held at the house of William S. Woodward, Esq., in Clinton avenue, on the evening of Thursday, June 10, 1869.

“At this meeting, Mr. Alfred S. Barnes was made Chairman, and Mr. T. J. Ellinwood, Secretary.

“The Chairman, after explaining the object of the meeting, called upon Mr. Enos N. Taft to state the views which he entertained in regard to the best method to be pursued. Mr. Taft accordingly explained fully what was proposed to be done, namely, to put this Academy, now a private institution, upon the enduring basis of a public endowment and incorporation. He stated that the property of the institution was subject to mortgages amounting to \$60,000, and that it was desirable to fix upon a sum, as a price over and above these mortgages, at which the entire property could be taken by such persons as are disposed to become the founders of the institution, as well as petitioners to the Regents for a Charter, and nominators of a Board of Trustees. By the payment of such stipulated sum, this property might be donated to the cause of education in this community; and, there being no stock, the mortgages themselves would ere long be surrendered, or paid off by the generosity of our citizens.

“These remarks of Mr. Taft were followed by others from gentlemen present, and a protracted

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conversation took place between Mr. Lockwood and the friends of the Academy present.

“At the end of the discussion, Messrs. Lockwood and Ellinwood signified their willingness to assent to the desired incorporation and endowment of the institution, upon terms to be agreed upon with them; and a Committee, consisting of Messrs. Woodward, Barnes, and Taft, was appointed to confer with them, and ascertain and report the terms upon which the Adelphi Academy, and all the property pertaining thereto, could be obtained from them, and to report at a meeting of the citizens, to be held at the Hall of the Adelphi Academy, on the evening of Monday, the 14th of June, 1869, at eight o'clock.

“Accordingly a call was issued as follows:

“‘Brooklyn, L. I., June 11, 1869.

“‘SIR: You are hereby invited to attend a Special Meeting of those interested in the welfare and prosperity of the Adelphi Academy, to be held in Adelphi Hall, corner of Lafayette avenue and Hall street, on Monday evening, June 14th, at eight o'clock, to hear the report of a Committee, appointed at a preliminary meeting, to consider the advisability of incorporating that institution.

“‘Committee { A. S. BARNES,  
W. S. WOODWARD,  
E. N. TAFT.’

“At the adjourned meeting, Mr. Barnes acted as Chairman, and Mr. Ellinwood as Secretary.

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“Mr. Taft presented the report of the Committee in writing, of which the following is a copy:

“Your Committee were appointed at a meeting of gentlemen feeling an interest in the Adelphi Academy, held on the evening of the 10th instant, at the house of W. S. Woodward, Esq., in Clinton avenue, Brooklyn, on an invitation of Messrs. Lockwood and Ellinwood, the proprietors of the Academy; and your Committee were charged with the duty of conferring with Messrs. Lockwood and Ellinwood, and of ascertaining the terms upon which the Academy, and the property pertaining thereto, could be purchased from them, to the end that the Academy might be incorporated, with the usual Board of Trustees, and be made, if possible, an endowed institution, upon the enduring basis of a corporate institution, to be managed solely in the public interest.

“Your Committee accordingly do report, that they have conferred with Messrs. Lockwood and Ellinwood as required, and that these gentlemen have expressed themselves as willing and desirous that the Academy should be incorporated, as an important step toward securing its highest as well as its permanent usefulness; and, to that end, that they are ready to convey, at once, the Academy, and all the property pertaining thereto, in such form as may be found most feasible, subject to two mortgages thereon, amounting to \$60,000 (they to be permitted to fulfill all their existing engagements to their present pupils,) for the consideration of \$40,000, of which \$20,000 may be secured to them by a mortgage back upon the property, leaving only \$20,000 to be raised and paid to them at the time of conveyance.

“And your Committee further report, that they regard these terms as entirely reasonable and satisfactory, and such as should be availed of at once by those who

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feel it a duty to try and perpetuate a large and valuable school of learning.

“Your Committee wish also to add the expression of their feeling, that the willingness of Messrs. Lockwood and Ellinwood to give their consent to this change of the Academy from the relation of private property to that of a public trust is in the highest degree creditable to them, and that in so doing they offer an endowment to the community not to be overlooked, and which cannot be measured by money value.

“All of which is respectfully submitted.

“ ‘Committee’ { A. S. BARNES,  
W. S. WOODWARD,  
E. N. TAFT.

“ ‘Brooklyn, June 12, 1869.’

“Before taking his seat, Mr. Taft made explanation, saying in part:

“The property included in this proposal consists of this building, the lots of ground attached to it, all the furniture and appurtenances belonging to the Academy here, and also the school property in Adelphi street, on which there is now a mortgage of \$3000. This mortgage is to be cleared off on the basis of the proposal. The property in Adelphi street consists of what was originally a small church, and the ground on which it stands, with the furniture and fixtures belonging thereto. Adjoining that property are two buildings which these gentlemen have leased. In these buildings is also apparatus belonging to the school. The Adelphi street property includes apparatus and appointments which have accumulated in the progress of years. This whole

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institution, which has been built up here, it is proposed to secure, and to transfer, eventually, to a Board of Trustees to be incorporated.

“I wish to say, further, that, in fixing this sum of \$40,000 above the mortgages, the Committee took into consideration the fact that there has been created here a very large school; that by devoted service on the part of Mr. Lockwood and Mr. Ellinwood, the school has been increased to the very large number of over four hundred pupils. This condition of the school, this successful inauguration of the enterprise, this rendering the institution attractive to so many families, was regarded by the Committee as a thing to be considered in the light of what is often designated as the “good-will” of a business. This consideration did not enter very largely into the form of figures, the basis on which the \$40,000 was calculated being, to a great degree, a property basis; but allowance was made in our minds for this accumulation of pupils. Taking the whole property of the institution, as it stands, here and in Adelphi street, (which we understand covers every thing pertaining to the institution,) it seemed to the Committee that this was a reasonable price.’

“Mr. Taft was followed by Rev. William Ives Budington, Charles Pratt, Dr. J. C. Hutchison, General H. W. Slocum and Charles E. Hill, after which the following resolution was unanimously adopted:

“*Resolved*, That, in the judgment of this meeting, the time has come when the Adelphi Academy should be an endowed and incorporated institution, and that such a movement will have the sympathy of this meeting.’”





CHARLES PRATT





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“The following subscriptions were obtained to secure the purchase of the property:

W. S. Woodward.....	\$10,650.00
B. T. Benton.....	2,766.67
A. S. Barnes.....	1,500.00
A. C. Barnes.....	500.00
W. H. Wallace.....	500.00
C. H. Noyes.....	500.00
C. E. Evans.....	500.00
Gen. H. W. Slocum.....	500.00
Henry R. Jones.....	500.00
S. M. Mills.....	500.00
Thomas Vernon .....	366.67
J. C. Hutchison, M.D.....	100.00
Charles E. Hill.....	200.00
E. N. Taft.....	200.00
Rev. W. I. Budington, D.D...	200.00
C. W. L. F. Morrow.....	100.00
John Davol .....	100.00
Charles Pratt .....	300.00
Samuel Crowell .....	400.00
Peter M. Dingee.....	200.00
J. B. Elliot, M.D.....	100.00
Samuel Wright .....	25.00

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\$20,708.34

“A meeting of the gentlemen so subscribing was called and held at the house of Mr. Woodward, on the evening of the 23rd day of June, 1869, at which General Slocum was elected Chairman, and Mr. Pratt, Secretary. After mutual conference, and remarks from various gentlemen present, a Com-

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mittee, consisting of Messrs. Barnes, Benton, and Taft, General Slocum, and Dr. Hutchison, was appointed, with full power to carry out the objects for which the above sum had been subscribed. . . . Messrs. Woodward, Barnes, Pratt, Hill, Morrow, Taft, and S. D. C. Van Bokkelen expressed their readiness to contribute the bonds held by them, amounting in all to \$9,450, toward the endowment of the institution, on condition that a certain amount should be contributed." \*

The above statement regarding the endowment and incorporation of Adelphi Academy ended with an appeal "to the liberal friends of popular education in our city" and the hope that they might "establish a first-class institution, for the broadest and most thorough training, and to make its advantages as accessible as possible to the largest numbers of our population," and was signed by the Committee, H. W. Slocum, A. S. Barnes, B. T. Benton, J. C. Hutchison, and E. N. Taft.

The laying of the corner-stone of the new Adelphi Academy occurred July 23, 1867. Henry Ward Beecher delivered the following address at the Clinton Avenue Congregational Church:

Aside from some personal considerations which have inclined me to be present on this occasion to testify my respect and affection and sympathy for one who is engaged in this enterprise, and has been a co-laborer with me,

\* "Endowment and Incorporation of the Adelphi Academy," pp. 19-20.

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in some sense, and a benefactor, I am here on account of my sympathy with the general cause of education, and with that particular aspect of it which is represented in those things in which this Adelphi Academy differs from ordinary schools and academies.

I count it a fortunate circumstance that the laying of this corner stone, the erection of this building, is being celebrated after the manner in which we celebrate the erection of a church. It is not altogether common to lay the corner stones of academies with circumstance and ceremony. It is very seldom that a church is erected without some public recognition of this kind.

Now, I put educational institutions like this only next to the church itself. In part, indeed, they divide work with the church. And while in some most important respects the church takes the precedence not only of schools, but of every other form of instrumentality for moral good in the whole community, being the educator of educators, the fashioner of men that are to be creators, and standing, therefore, back of all moral effort, and inspiring its details and methods—while in these respects the church stands preeminent, there are some respects in which schools have a work to do whose importance can scarcely be measured, and which they perform far better than in the nature of things the church can. For, although it is a part of the economy of every well conducted church to take care of its young, and to rear them in the nurture and admonition of the Lord, this is only a part of its work; and there can not be given to it such exclusive and such devoted attention as by those institutions which have nothing but this to task their energies. He who educates the young forestalls all other instrumentalities, and begins where society itself begins. He that puts his hand upon the youthful mind,

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and shapes it, is squaring the stones that are to build up the fabric of society.

As I came past "Holy Trinity," I did what I do every day when I pass it—I stopped, and watched the process of carrying up the spire. Under the shed are many cutters with their rude-shapen blocks of stone which they, one by one, are striking into form. Far up upon the tower, and now upon the base of the spire, are other workmen; and as fast as stone by stone is shaped, it is hoisted, by power from below, and lowered into its place. And that stone which last week was being chiseled under the shed, I saw to-day forming a part of the circular frame in which the clock is to be set. And there it will stand, probably, till after your children and your children's children are in their graves.

Now, if I look through the pickets of the fence, and see what these men under the shed are doing, who are, with mallet and chisel, hammering and pecking at those stones, I say to myself, "That may be a good way to get a living, but deliver me from being a stone-cutter to make a living. I do not like the business." And yet, when I stand off a little, and see that fair fabric, that beautiful Gothic structure, lifting itself up, and contemplate that by this rude process every one of the stones for those cornices and towers and windows, and for the whole edifice when it shall be completed, from the very cross and summit to the foundation stones, will have been shaped by such minute and homely working as this; when I look at the sum total of it, I say, "No small praise is due to those men under the shed who shaped their stones." For they, after all, build the cathedral. Others help, but these occupy the chief places.

Now, when I look into a district school, in some narrow and confined room, and see the weary task-master or mistress, whose patience is hammered out, if the boys'

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tasks are not, toiling and laboring with children, it looks like rather a small business. It looks like rather a small business for a man or a woman to spend his or her time with these little things. But these little things, as no stone ever did, grow while the chisel is yet on them, and swell to larger proportions; and, disappearing out of the school-house one after another, go forth and take their places in society, living stones; and when the whole fabric of society is built up, I look for that work which has been performed by these humble teachers, and find that those children whose minds they shaped are our magistrates; our judges—no, not altogether our judges, many of whom are an honor to the country, and very many of whom are not; our ministers; our physicians; our lawyers; our virtuous men of every profession and occupation. The school-teacher takes these materials before they have had any other handling except that which they have had at the hands of their parents in the family—for father and mother are the school-master and school-mistress, and the household is the first school, the first church, the first little commonwealth, the first everything. The child is born into the primitive type of all the other institutions in the country, when it is born into the household. This is the first; and it is the most important because it is fundamental. Then next in order comes the school. And the older I grow, the more I feel that though a man's work in the school does not show immediately, though there is less ostentation and less publicity about it than about almost any other work, and though far less credit is given to teachers than to those in probably any other profession, yet there is no place where a man's skill and integrity and knowledge take hold so immediately, where so little is lost, and so much is invested at interest, and compound interest, as in the school.

Our brother who stands in this pulpit, and doubtless

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accomplishes much, has this disadvantage, that he teaches adults mostly, whose minds are already fashioned, whose prejudices will not budge, whose habits are formed, and whose tendencies are hardened in them. The foolishness of preaching is never so much exemplified as when we take account of what we do day by day, and year by year. If you take account of the immediate effect of preaching, I think preachers must needs feel humbled. If you take account of what the preacher does by inspiring prayer in the household, by a hundred processes that he sets in motion, by ten thousand invisible, subtle influences that he exerts, wide is his sphere, and vast is the work which he performs; but if you take account of the results which flow immediately from the instruction of the adult congregation, then the amount is very small. I am accustomed to think that the man who has been a successful teacher for forty years, has done ten times as much work in the community as the most successful preacher, in fashioning the character and giving form to the mind, just at that time when Providence has ordained the child to be most susceptible, and when every thought and impulse and motive is most likely to eventuate in good.

It is fit, therefore, that those who teach should stand high as in an honorable profession; and it is fit that the founding of an Academy should stand in the community as a significant thing, and a thing worthy of respect and celebration and honor. The successful teacher who loves his work, and is successful in it, is a public benefactor of no mean kind; and I think that the profession of teaching not only ought to rise and take its place among the learned and liberal professions, but ought to stand very near the top in the gradation of respect and honor.

In regard to this particular Academy, I am interested, aside from those things in which it agrees with all others,



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in several distinctive features which are to characterize its administration, and have in a measure characterized it hitherto.

The first element which I will specialize is the introduction, not as a matter of ornament, but as a fundamental part of its whole economy, of physical training. In antiquity, physical training constituted a very large part of education. In more modern ages, intellectual and moral training have seemed almost to dispossess physical training. We inherited from the monks the idea of exclusion and seclusion from the world; and with that, where men were conscientious, came emaciation by excessive application, and leaving unfrequented the open air, and neglecting the manly tasks and occupations of society. The cloisters were the mediaeval school from which issued learning. For a long time their influence remained; and even down to my day it was not extinct. I well remember the awe with which I looked upon a thin, pale, long-faced man, and thought he must surely be an eminent scholar because he looked so nearly like having the consumption. For I attached sanctity to emaciation, and thought that robustness, rotundity, and redness of the face, indicated a carnal tendency, and that they were not favorable to good works so much as to good meats. I remember that there was a prejudice in the community, a presumption, in favor of men who were not men of strength. Happily, that day is passed, or is rapidly passing; and we are beginning to feel that health is simply a part of our obedience to God, and that the natural laws which relate to our bodies are to be observed on moral grounds. We are learning, moreover, that even intellectual attainments themselves largely depend upon the vigor of the whole system of the scholar; and we are learning to eschew that supremest folly which, for so long a time, expended means and strength and hope upon

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scores and scores of men, landing them in life, after ten or twelve years of study, just prepared to break down and die. We are beginning to feel that it is not worth while for us to educate men unless we can carry them through their education with such strength that they will be good for something after they have got it.

How often, when I was a lad, shaping arrows for my bow, did I attenuate the arrow so that when at last I drew it, it broke in the first firing! How often has the knife of education shaved so close and thin that when the man was educated he could not stand firing more than once or twice! We are learning that it is bad economy to take the pains, the time, the money, and the solicitude to educate men unless they are worth educating,—and that depends upon whether they are properly equipped within, and whether that equipment has a proper gun-carriage on which to stand in the day of battle.

The introduction, therefore, from the very beginning, of methodical and philosophical physical exercise, co-ordinated with mental instruction, is one of the happy features of this Academy; and I commend it to the confidence and the affection of all those who are the friends of this rising institution.

Another feature which interests me perhaps more than it will you, though not more than it should you, is the introduction of joint teaching of boys and girls. It seems to me that no man can give any reason why a woman should not be educated as well as, and in the same respects in which, a man is educated. We do not need to specialize in their case the instruction that goes to make an engineer, or a physician, or a lawyer; but the preparatory education that is given to men is just that kind of education which would profit women as much as men. If it be true that a woman has the same facul-



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ties, the same susceptibilities of education, as a man, and is ennobled and made stronger as wife, as mother, and as friend, and is as much stronger and better as a man is stronger and better for education—if this be true (and it scarcely can be doubted), why should we so improvidently expend our means as to ordain two sets of institutions? Why should we go to the expense of establishing what are called “male” schools and “female” schools? I hate those adjectives. I would say *boys’* schools and *girls’* schools; or, *women’s* schools and *men’s* schools. Why is it necessary to found Vassar Colleges, and expend a million dollars in providing instruction and apparatus that are already provided in a score of colleges? Why are not women educated there, and our means economised? Why should we run parallel institutions with double apparatus, double expense, and a double corps of teachers, when the work could be just as well done by one set? Not only *as well*, but better done; for I hold that boys and girls instructed together, exercise, even in childhood, that reciprocal and beneficial restraint on each other which God designed that they should exert when they become mature, and stand in their places in society. Schools, I think, are not normal and balanced, and capable of developing the full influence which belongs to them, and which is proper to them, until that joint tendency which God designed is maintained in them.

The time will come, I think, when we shall look back upon this old fashioned separation of the sexes as one of the errors of a past day. We shall smile at our fathers’ want of wit and wisdom. It will pass into a proverb. We shall see the day when boys and girls will be educated by one corps of teachers, in one school. I am glad to see this feature introduced here. I am glad to know that there are many large, liberal, and very ably manned in-

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stitutions of a higher grade—colleges—that are introducing the same feature. I speed this good work.

Let me say, still further, and more generally, that I account the sympathy with which you have inaugurated this movement, the liberality with which the funds have been subscribed, the public spirit which has been shown by many gentlemen and by the community at large in this vicinity, as auspicious. It is a complimentary testimony, not to Mr. Lockwood and his corps of teachers;—it is complimentary to him;—but far more so to yourselves. No community can ever be so much complimented as by itself; and that community that loves schools, that tasks itself for their establishment and for their elevation to a superior rank, testifies to its own refinement, to its own intelligence, to its own public-spiritedness; and I do not need to be a prophet to foresee that this part of Brooklyn in a generation or two will be demarked, by the appearance of its population, from those sections that are negligent of schools and heedless of morals.

I think that if my eyes were bandaged, and I were set down in Boston at night, without knowing where I was, by looking on the faces of the people I could tell what city I was in. I could tell it by that look which continuous culture through several generations does not fail to give—by what I call the *cerebral look*, the look of brain in men's faces. Do not you know that continuous education carves the lip finer? Do not you know that it chisels the features? Do not you know that it sloughs animalism? Do not you know that it gives that special, striking, characteristic development of face and head which marks thought, and that it suffuses the features with that glow and beauty which spring from the affections, and virtues, and moral instincts and sentiments? A community that through successive generations are highly educated, become highly organized. They become

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thorough-bred. Their offspring perpetuate their superiority. And I am greatly delighted as I begin to see the same trait manifested in Brooklyn. I attribute it to the abundance of schools of rank and excellence in Brooklyn. And I say to myself, as I go about the city, "Boston! Boston!" I can see Boston over again—that is, brain. I can see brain stamped in the features. The mask is changing. The community are receiving back already, in more beauteous children, in nobler forms, in finer features, interest for all their zeal and expenditure in the cause of education.

This work is to go on, and every part of our fair city is to feel its influence. In this regard you are taking a very noble stand and leading off in a very noble manner. I pray that the success of this institution will be such that it will create many imitators. You cannot have too many schools. It is the nature of schools to breed scholars. The more good schools you have the better. No such school will want for scholars.

Go on, then, in your good work. May God strengthen you. Above all, may He so endue those with the Holy Ghost that are to take the management of this school that every child that comes under their influence shall receive more than the culture of the mere understanding. May it be an intelligence seasoned with grace. May it be knowledge sweetened by purified affection. May this be a school that shall give power of ideas, but also still greater power of a robust and noble manhood. May there spring from the loins of this school a generation of patriots, of pure and uncorrupt citizens, so that when you shall have passed away and there shall be celebration days to make the memory of the founding of this Academy illustrious, your names shall be pronounced and honored by men of learning and influence and honor and

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position whom you shall have educated, and who will delight to do you reverence.

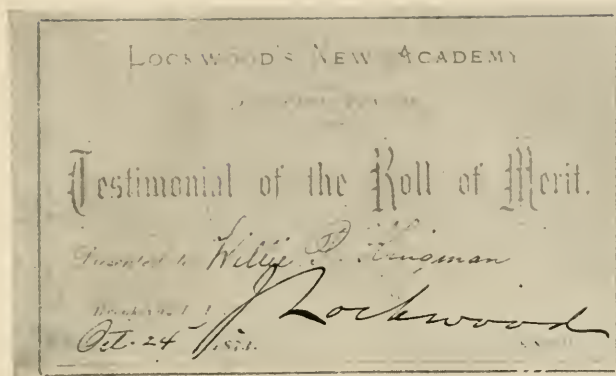
At once the superiority of the Adelphi in this discipline and its visible effects began to be extensively recognized. A multitude of communications from parents bore grateful testimony to the importance of these beautiful and healthful exercises, and the influence exerted on behavior and character. The *New York Tribune* and other prominent newspapers spoke in terms of high praise both of the processes and of the results, and other institutions were stimulated to follow the example set in Brooklyn.

Mr. Lockwood was a thorough disciplinarian. Teachers and pupils were held to a strict account. When he looked over a record book which was untidy, no word was spoken, for none was needed—the book was always in order afterwards.

It was proposed that Good Friday should not be a holiday. At once strong objection was made. The Principal yielded so far as to say that all children who were Roman Catholics or Episcopalians might be excused. The miracle of the Day of Pentecost was repeated and numbers were added to those two churches.

Mr. Lockwood was an excellent judge of human nature and was able to make wise selections of teachers.

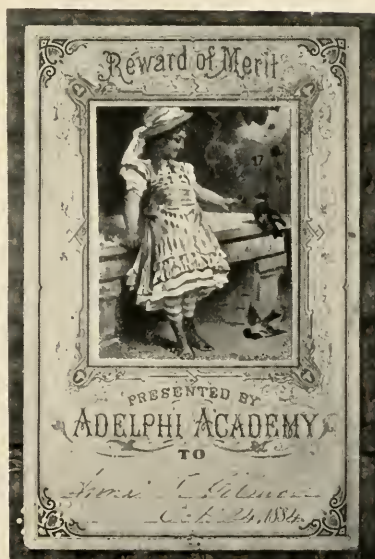
He associated with him Warren T. Webster, who was a teacher of great ability and entire devo-



ROLL OF MERIT



MARIA A. LEGGETT



REWARD OF MERIT





tion to his chosen work. Though he died in 1895, the mention of his name at any meeting of Alumni arouses very great enthusiasm.

Dr. Charles Jewett, who was in charge of Mathematics and Natural Science, was a man of unusual ability. He afterwards took high rank as a physician in Brooklyn.

Maria A. Leggett, Superintendent of the Preparatory Department, was admirably fitted for dealing with children. She was skillful in matters of discipline, having methods which did not offend but which secured the desired results.

There are, I doubt not, in this city gray-haired men and women who recall the Black Book. When a refractory pupil was brought to Miss Leggett, she would produce the book and say, "Black is the symbol of sorrow and disgrace. Your conduct has been disgraceful and your name must be entered in the *black book*." Frequently well-grown boys would seize her by the arm and beg her not to put in their names. She would occasionally yield so far as to say, "I will enter the name in pencil. If you have a good record for two weeks, I will erase it. If not, it will go in in ink, there to remain." When her desk was put in order after her greatly lamented and sudden death, the black book contained very few entries in ink.

Special mention should be made of Mr. Philip F. Van Everen, who taught Bookkeeping. Even in the abstract study of figures, he contrived to make

pupils think. While at Adelphi he invented the book cover and perforated library numbers which have made his name famous.

In the Commercial Department, goods were shipped to be sold on commission. There was a Bank of Deposit. The money used by the Department was of such quality and appearance that a crafty person passed a \$50 bill of it at a bank in Germany and later a \$10 bill came over from a German restaurant in New York. After that the supply was burned.

Mr. Lockwood believed thoroughly in a system of honors and rewards which was so carefully devised that it did not engender a mean and selfish rivalry among those who ought to be generous and disinterested friends. No pupil was in another's way, faithfulness being all that was required.

Every pupil who for five consecutive days fulfilled the following conditions was entered upon the Roll of Merit: Neither tardy nor absent (except from Providential prevention); "Perfect" in Deportment, Tidiness, and Posture; Standing 10 or higher on the Friday examination, in every regular exercise of the grade or its accepted equivalent, the maximum of the scale being 12. The insignia of this rank was a silver ring in the Collegiate and Academic Grades, and Adelphi Album card in the Intermediate and Preparatory.

Every pupil who won the Roll of Merit four times in five successive weeks became thereby a



member of the Legion of Honor. This entitled the pupil to a half-holiday, which was good at any time and was transferable.

The insignia of this rank was a gold ring in the Collegiate and Academic Grades, and a silver badge in the Intermediate and Preparatory. The names of the Legion of Honor were engrossed every month and suspended in the grade-rooms.

Prizes were also given, the Silver Badge of the Legion of Honor for winning the rank nine times during the Academic year, and the Gold Badge for winning the Silver Badge twice. A Silver Chaplet was given for winning the same three times, a Commemorative Silver Medal for winning it four times and a Commemorative Gold Medal for winning it five times. The Golden Chaplet was bestowed for twice winning the Silver Chaplet.

In looking over the Catalogues of a half-century since, one is reminded that there is nothing new under the sun and agrees with Dr. Eliot that "Plato thousands of years ago made a statement of the theory of education which has never been improved upon."

These Catalogues, yellow with age, tell of visits to factories, of geological excursions and put great emphasis upon self-government and upon calisthenics.

The entertainments given by the Adelphi were largely attended. The boys were arrayed in scarlet

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jackets and white trousers; the girls wore white dresses trimmed with scarlet ribbon.

We present the programme of the first Exhibition of the Adelphi Academy:

SONG—"Rally 'Round the Flag, Boys"  
A Chorus of Voices

RECITATION—"The North American Indians"  
Alfred Henry Wicks

### I. WAND EXERCISE

RECITATION—"The Dying Chief"  
Frederick W. Smithers

SONG—"America"  
A Chorus of Voices

RECITATION—The Foot-ball Orators  
Champion of the Blues—George M. Halsey  
Champion of the Greens—George A. Waller

### II. RING EXERCISE

RECITATION—"The Flag of our Constellation"  
Frederick Tomlinson Peet, Clarence C. Howard  
Edwin A. Milne, Frederick C. Burchard

RECITATION—The Right of Free Discussion  
Percival W. Harrison

### III. FREE GYMNASTICS

SONG—"Marching Along"  
A Chorus of Voices

RECITATION—"The Veteran"  
Edwin A. Milne

DIALOGUE—"Reading of the Will"  
Squire Drawl.....Frederick T. Peet  
Swipes, a Brewer.....Mason J. Leland

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Currie, a Sadler.....Clarence C. Howard

Francis Millington.....Charles S. Parsons

RECITATION—"Speech of an Indian Chief"

George M. Halsey

### IV. QUARTETTE EXERCISE

RECITATION—"The Psalm of Life"

Charles S. Parsons

DIALOGUE—"Seeking Service"

Mr. Deputy Bull.....Robert F. Shaen

Looney Mactwolter.....John Kerrigan

John Gump.....Joseph E. Treat

Servant.....Frank H. Davol

### V. DUMB-BELL EXERCISE

SONG—"La Marseillaise"

The Entire Junior French Class

DIALOGUE—Trial Scene from "The Merchant of Venice"

Grand Duke.....John H. Kerrigan

Shylock, the Jew.....Mason J. Leland

Antonio, the Merchant.....Wilson G. H. Clark

Bassanio } Friends of { Gurdon Burchard, Jr.

Gratiano } Antonio { Andrew H. Hanford

Solanio, Messenger of Grand Duke, Alfred H. Wicks

Senators

Portia .....Robert F. Shaen

Nerissa, Clerk of Portia.....Joseph E. Treat

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*Calisthenic Drills under direction of*

MR. T. J. ELLINWOOD

*Elocutionary Exercises under direction of*

MR. J. L. NORTHAM

JOHN LOCKWOOD, Principal

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One who looks backward is startled at the large number of contrasts. The one in dress is very great.

Henry R. Stiles tells in his History of the City, that "Brooklyn is specially rich in its facilities for intercourse with its several parts and with the neighboring metropolis and adjacent country. With New York it is connected by thirteen steam ferries, all supplied with excellent boats running day and night and affording *rapid*, regular and frequent transit. Twenty-five lines of city railroad using horse-power radiate from the ferries to the bounds of the city in every direction. There are also numerous stage lines."

Sanguine people dreamed of a bridge over the East River, but never of four. Elevated railways had not begun to disfigure and accommodate the city. Beyond dreams and speculation was the hole in the ground through which we are transported to transport ourselves. Who could have imagined that the air would become a highway and that Mother Shipton's prophecy that "Carriages without horses would go," though long delayed, would be fulfilled?

Professor Ellinwood needed a skilled assistant in his department, which included all the pupils. Fortunately his wife, who had also been a student in Dr. Lewis's Normal School and was equally proficient and enthusiastic, became associated with him as instructor.

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The motto used before incorporation, "*Respice finem*," was discarded and succeeded by, "*Vita sine literis mors est*," which was copied from the Derby School in England, having been devised in 1860 by its Principal, Dr. Leary. The seal was adopted and registered in 1869.

The Academy Building was very near Jackson's Hollow. This irregular tract of land was a farm. It was bounded by Clove road, Classon avenue and extended to Wallabout Bay. The owner, Mr. Jackson, made a will which he intended should secure the property to his family on the safest terms. Litigation for a long period of years ensued and the acres were covered by squatters' homes. One strip of the land near 264 Greene avenue is still being contested in the courts and still maintains a fence. All the rest reverted to the city and is now covered with residences and stores.

Apropos of coeducation it should be noted that the girls and boys in the Academy all lived in nearby homes, and so were under parental or equivalent supervision and guardianship.

A somewhat larger liberty than commonly existed elsewhere was allowed in particular cases in the selection of branches of study.

To accommodate students who chose to remain in the building during the noon recess, and to prevent their partaking of unwholesome food in the interval, the Principals established in the light, airy

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basement a neat Refectory, where the most healthful viands could be obtained at cost.

It was deemed advisable that there should be a formal public opening of the new academy building. Accordingly, on the fourth of February, 1868, America's greatest pulpit orator, ever the warm friend of the school, Henry Ward Beecher, was again called upon. Preceded by an excellent opening speech by the Danish consul, Baron Harold Dollner, and followed by appropriate and eloquent addresses from Dr. David Moore and Rev. Dr. William Ives Budington, Mr. Beecher delivered in the Calistheneum to an enthusiastic and select audience a characteristically instructive and inspiring address. A space was then cleared with some difficulty in the middle of the crowded hall, and some of Mr. Ellinwood's calisthenic classes gave an exhibition of wonderful skill and rare beauty. In other rooms in the building the same evening, Dr. Charles Jewett explained to many visitors his purpose and plan of instruction; and similarly Professor P. F. Van Everen, Director of the Commercial Department, showed the excellent facilities for teaching business theory and practice.

The school year of 1869-70 opened most auspiciously, but very soon clouds appeared on the horizon. Mr. Lockwood's elaborate system of rewards did not meet the approbation of the governing board. The short recitation periods (either twenty minutes or forty, and if forty, in two sections) were



## HISTORY OF ADELPHI ACADEMY

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disapproved. It is always difficult for anyone who has been in command to take orders. Mr. Lockwood believed in himself and his system. The friction constantly increased until Mr. Lockwood left on May 17th, 1870. The eleven grade teachers went out at once, hoping thereby to compel the trustees to reinstate the principal and give him greater liberty. They never entered the building again. The places were filled. The newspapers were crowded with articles to which no reply was made. Mr. Lockwood then founded the Lockwood Academy on South Oxford Street, which has been a popular and successful school. He died December 24, 1901.

From the great number of tributes to his memory we select the following: "Lofty of purpose, pure of spirit, gentle of demeanor, cultured of mind, thoroughly versed in the duties of teacher, he never came in contact with a child without improving its nature. Through the early death of his only child, the transmission to posterity of his own noble qualities was made possible only by contact with his pupils. There are parents today who are giving to their children the benefit of the sweetening influences which he exerted upon them in the school room."





THE HISTORY OF ADELPHI ACADEMY  
DURING THE ADMINISTRATION OF  
HOMER BAXTER SPRAGUE, Ph.D., 1870-1875



## THE ADMINISTRATION OF HOMER B. SPRAGUE, Ph.D., 1870-1875

**W**ITH the fall of 1870 arrived Homer B. Sprague, bringing with him an enviable war record and one of high standing in intellectual circles.

The first militia company to offer its services to the United States for the suppression of the rebellion was formed in Worcester, Mass. Colonel Sprague was then Principal of the Worcester High School and gave the boys military drill. He applied to Gov. N. P. Banks for muskets but was refused. The company supplied many gallant officers during the war. Gen. George H. Ward, who fell at Gettysburg, was one.

Col. Sprague raised two companies, each of which offered him the captaincy. He accepted the one in the Thirteenth Connecticut. In the spring of 1862 he went to New Orleans. He was rapidly promoted to be Major, Lieutenant-Colonel and finally Colonel. In the Battle of Irish Bend he was wounded. In the disastrous assault of Port Hudson, Col. Sprague was one of the two hundred men selected for the storming column. Two days later General Banks issued his famous order No. 49 calling upon 30,000 men of the Army and Navy to form a "Storming Column" of 1000 men to make a final assault. The Colonel being the senior

officer of his regiment addressed the men urging them to volunteer. His own name and that of his acting-adjutant were the first to be enrolled. Following them 16 officers and 220 men volunteered. It was expected that there would be many deaths in the *mêlée*. Many wills were made and jewelry, money and keepsakes were entrusted to those who remained at home. In the Colonel's diary you may read, "I have in my possession about 220 dollars in Treasury notes of which in case of my death I wish 200 sent to my wife. For her sake I wish my remains to be sent sooner or later for interment."

The news of the surrender of Vicksburg changed the programme. The movement of the storming column and the expected slaughter were prevented. The gallant Thirteenth marched into the fortress and received the surrender of the Confederate commander.

After the fall of Port Hudson Col. Sprague and a handful of men held their position in the forefront of Sheridan's Battle of Winchester when all the rest of the brigade were swept away like chaff before the wind. The Colonel was captured as a prisoner of war and held six months in Libby Prison.

Col. Sprague was in the service of his country four years, being retained in the South a year after the close of the war to assist in the work of reconstruction.

It is said that Ralph Waldo Emerson once asked Rev. Dr. Taylor of Boston, "Do you think, Doctor, that if I die I shall go to Hell?" The good doctor replied, "I fear so, but how it will moderate the temperature." Col. Sprague seems to have moderated the temperature of Libby. One of his most popular lectures is entitled, "When I was in Jail; amusing experiences, and kindnesses received in Confederate military prisons."

Though Col. Sprague has passed the four-score mark his scholarly tastes and industry still abide. Quite recently he has translated the Book of Job into verse. Someone has said that if all the libraries in the world were destroyed and the Book of Job preserved, we should still have literature. If the Colonel's version survived we should be sure of the best literature.

The Colonel kindly sent a most interesting article in regard to his Adelphi experience, which has been of inestimable service to me. I gratefully acknowledge the favor.

### H. B. SPRAGUE IN THE ADELPHI

Mr. Sprague came from Ithaca to reside in Brooklyn about the first of September, 1870. He had no acquaintance with any of the instructors except Professor Ellinwood, whom he had met once or twice and who with Mr. Lockwood and others had built up the school to a wonderful height of

outward prosperity, having nearly five hundred pupils.

The trustees at first attached little importance to Mr. Lockwood's withdrawal and antagonism. They took no steps to counteract the movement or to heal the grievance. Instead of attempting to effect a compromise, they simply ignored him. His numerous supporters were much in earnest and vigorously active. Meanwhile by a treble salary and the assurance of great and immediate usefulness Mr. Sprague had been drawn from his professorship at Cornell University sorely against the will of its president, faculty and trustees. The Committee of the Adelphi were sure that at least three hundred students and twenty-five capable teachers would greet him at the opening of the Academic year. When that day arrived the teachers were present in full force with several others whom he brought with him, but only a little over a hundred pupils! (One teacher had four grades and six pupils.)

Had he been aware some weeks before of the deep feeling in the community and of the formidable extent of the movement to discredit the corporate management of the Adelphi, he would not have accepted the principalship. But the die was cast.

His surprise was not greater than that of the trustees at the unexpected situation. Until the beginning of the fall term they had no conception

of an impending crisis. Men of unblemished reputation, of recognized intelligence, and of marked ability, they had not entertained a doubt that a majority of the best people in Brooklyn were or soon would be heartily with them, and that the Adelphi would everywhere be speedily regarded as an ornament and a blessing to the city. From this dream they were rudely awakened.

Here was the dilemma that perplexed them: The instructional force was sufficient to deal with four hundred children and youth; but there were no funds to draw upon for salaries, no present or prospective endowment, no income other than from tuition fees. To dismiss unpaid half the teachers who had been engaged for a year would not only be a disastrous confession of weakness, but would justly be regarded as constituting a breach of faith. Great expenses were unavoidable if they were to be retained.

Outside the board of trustees few seemed aware of the danger of a speedy and disgraceful collapse. To Colonel Sprague and his intimate friends it was for a while a period of painful anxiety. No one who met Colonel Sprague at that time thought of him as over-anxious. He was always calm and serene. He was exceedingly popular with his teachers. He organized among them a Shakespeare Club which met at his house. He was a thorough Shakespeare scholar and these club meetings are remembered most pleasantly. Mrs. Sprague



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possessed a rare gift of entertaining and their home on St. James Place became a social centre.

The trustees were men of courage and energy. They at once put forth strenuous exertions to obtain financial aid. The city was quietly and thoroughly canvassed to secure donations. During the fall and winter (1870-71) more than one hundred gentlemen, friends of education, liberally responded. About \$50,000 was thus raised. It may be proper to add that to this sum the principal slightly contributed; also indirectly by paying tuition fees of pupils in straitened circumstances, and otherwise.

So the emergency was met; the chasm was temporarily bridged; all the instructors were retained on full pay. All idea of a reconciliation with Mr. Lockwood, or of a reunion with him, had such a step been desired or possible, was dropped. For a year the new Adelphi was saved. But it was vitally important *to increase immediately and permanently the number of paying students*. The institution must not annually be forced to go a-begging for money. Its existence must not again be imperilled.

The day of vast donations to educational institutions had not begun to dawn.

To the principal much meditating, extraordinary measures seemed imperatively demanded. Immediately after entering upon his semi-public duties, he originated the plan of a continuous series

of weekly evening lectures in the Calistheneum by famous men. Each of the many speakers was to be induced without pecuniary compensation and solely from a desire to promote the growth of the institution and the good of the community, to *give his services gratuitously*. Not even travelling expenses were to be paid from the receipts; though often the lecturer coming from a distance was to be the guest of the principal for a day or two, sometimes longer.

Every morning from the school platform at the devotional exercises, as well as daily through the newspapers, and every week by numerous huge placards in the principal streets, the lecture was to be fully announced. In every such announcement it was proclaimed with emphasis that **ALL THESE LECTURES WERE FREE TO THE PATRONS AND PUPILS OF THE ADELPHI**, but an admission fee must be paid by all others, the proceeds going to the building up of a reference library in the school building.

This programme was carried out to the letter. Great pains were taken by Prof. Sprague to have every lecture fully gazetted as to place, time and subject. Often it was reported in full in the *Brooklyn Eagle* or other prominent newspaper. At the end of the first lecture season, May, 1871, thirty-one public evening lectures in as many consecutive weeks had been delivered in the Calistheneum. Among the speakers who thus gave their services

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to build up the academy and its library and to benefit the community, and whose names should be held in grateful remembrance, were that prince of lecturers, Hon. George William Curtis; the greatest of the then living American historians, Prof. Goldwin Smith; the man who is today America's foremost citizen, great as educator, author, and ambassador, Andrew D. White; Chancellor Howard C. Crosby, Daniel C. Gilman, President of Johns Hopkins University, and others hardly less eminent. Probably it would be safe to affirm that this course of lectures was by far the longest, ablest, most entertaining, and most instructive with which, up to that time, the people of Brooklyn had ever been favored. The Adelphi soon became recognized as an important educational center, radiating intelligence and culture in all that region. A similar course of lectures on similar conditions was delivered in each succeeding year of Col. Sprague's administration.

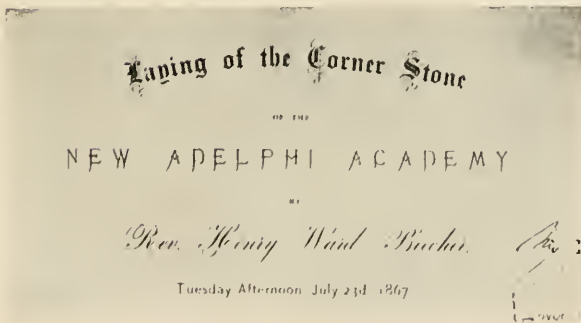
The immediate object he had in view, a growing and assured income for a fair support of the school, was accomplished. Before midwinter of his first year the number of students had increased to nearly two hundred and fifty. At the end of his second year over four hundred had been enrolled; at the end of his fifth year, nearly six hundred, among whom were some of the brightest youth of the city. The foundation of a valuable and rapidly growing library was laid.



FACULTY, 1873



TO SHOW UNIFORM





## HISTORY OF ADELPHI ACADEMY

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The standard of scholarship was silently lifted higher from year to year. At the end of his first year there was but one student sufficiently advanced to "graduate." At the end of the second year there were five; at the end of the third year, seven; the fourth year, eight; the fifth, his last year, twenty-two.

One of the most difficult tasks that can confront an educator is the preparation of a satisfactory course of graded studies and school exercises for pupils all the way from six to twenty years of age. Perfection can only be approximated. But the attempt was forced upon Col. Sprague, though he knew that at best his work must be tentative and somewhat superficial. Before he entered openly upon his duties in Brooklyn he had found it necessary to begin cautiously a rearrangement of the curriculum and indeed of the whole system. He felt that the scope of the institution must be greatly enlarged. There must be a partial though gradual readjustment of the old machinery accompanied with the introduction of features that were new. The entire scheme, departments, exercises, classifications, textbooks, recitations, time-tables, methods, appliances, from the youngest primary grades up to and including the freshman year of a proper collegiate course—must be scrutinized and to some extent recast. Besides the three-years collegiate department, there were sixteen grades containing



pupils of both sexes, and many perplexing questions arose.

Especially useful and suggestive in making out the curriculum for the lower grades was the elaborate course of study in the public schools of Boston, then reputed the best in the United States. It had been prepared under the superintendence of that veteran educator, one of his predecessors in the Normal School at New Britain, Dr. John D. Philbrick. But the combination in one institution of so many grades was unprecedented; the field was vast, and the results, though at the time highly praised by others, were never quite satisfactory to him.

He gave prominence to certain features which perhaps ought even now to be more emphasized. Among the most noteworthy were the following:

Recognizing Latin and Greek as the source of the greater part of the English language, and led by his successful experience in preparing scores of youth for college, some of whom had distinguished themselves as scholars though fitted in less than half the time usually required, and believing that those studies, rightly taught, avoiding technicalities and useless "gerund-grinding," furnished the best material and apparatus for discipline of mind, and the best basis for linguistic proficiency, he sought to induce as many as possible to take at least a year's course in those branches. Especially was a year in Latin recommended to parents and



pupils as a foundation for French and other languages derived directly from the Roman tongue. But for students going to colleges which insisted upon the old-fashioned classical preparation, no drill-master could surpass the splendid Superintendent of the Collegiate Department, Warren T. Webster.

To such students especially, and to all who expected to do much writing, phonography, taught by that master-workman, Mr. Beecher's favorite stenographer, Professor Ellinwood, was strongly recommended. This branch and telegraphy were now introduced in such academies for the first time. Hundreds of high schools and seminaries are now following the example, and many thousands of students are profiting by it.

During his three and a half years of principalship of the High School in Worcester, Mass., simultaneously with William J. Rolfe, principal of the High School in Cambridge, Mass., Mr. Sprague introduced the study of English literature. Rolfe taught Shakespeare's *Merchant of Venice* and Sprague, Milton's *Minor Poems*. They are believed to have been pioneers in such teaching, which is now almost universal in secondary schools and colleges. As principal at Worcester and as professor of English Literature at Cornell University, he and his students had found it one of the most inspiring of subjects, and he did not hesitate to give it a place in the curriculum of the

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Adelphi, himself imparting the instruction. The innovation, begun in the fifties, had become a great success.

As already remarked, the old Adelphi had surpassed most if not all other academies in the department of physical training. This feature was retained and made increasingly effective by Professor Ellinwood's lengthened experience and unrivalled tact and skill. With a view to facilitate such exercises as well as to signify and inculcate that equality so important but so often forgotten where rich and poor meet, a simple, modest and uniform dress, inexpensive but beautiful, appropriate for wearing at home or in the street, as well as in the Calisthenic drill, was devised and earnestly recommended. Though not compulsory, it was so attractive and useful that it was almost universally adopted by the students. It increased a desirable esprit de corps among all the students, a regard for the honor and interests of the institution, a sense of fraternity among the boys and sisterhood among the girls.

To a greater extent than had been customary in any then existing secondary institution, professional or departmental instruction was introduced, enabling each teacher to devote himself to a favorite specialty, and giving each ample time to work up the process of instruction as a fine art. So instead of an instructor's attempting to cover half a dozen subjects, some of which might be distasteful

or badly handled, each was assigned a branch for which decided fitness and liking had been manifest, and the pleasure and success of imparting and receiving information were considerably augmented. The surplus number of the teachers at the outset facilitated the introduction of this improvement. Naturally, however, in the primary department, the need of something like a mother's care and affectionate and constant watchfulness made it best to retain the old method of the perpetual presence of the teacher with young pupils.

The plan for the higher grades is thus set forth in the catalogue:

Teachers who have special power or skill in any direction will, as far as practicable, be allowed full opportunity for its exercise. For example, an instructor who possesses a remarkable tact and power in teaching geography, and has a love for that specialty, may be allowed to pass from grade to grade during each day, teaching successively classes in different stages of progress. In this way we hope to secure daily the very best work of which each teacher is capable.

Throughout the five years of his régime unusual attention was given to *vocal culture* and in a less degree to delivery by gesture, in a word *elocution*; not at all, however, for theatric display, but to avoid the deplorable waste of precious time, thought, and energy, from lack of clear and forcible expression in discourses to congregations and other audiences, fully half of the average sermon or address being

utterly lost to the average listener. He had himself some reputation as a public speaker, though conscious that he did not deserve the extravagant laudations heaped upon him as an orator by the newspaper press. From the beginning of his college course he had studied the subject of Voice and Gesture, and had taught it in public and private schools and in the University at Ithaca. Several students trained by him had captured the Yale De Forest \$100 prize for the best written and best spoken oration, a gold medal of which he was the first recipient. The principles of a new system original with him and published in a treatise of a hundred pages (in the Franklin Sixth Reader and Speaker) simplifying the whole business, showing by Ellinwood's phonographic signs the fourteen or fifteen vowel sounds and twenty-one or twenty-two consonant sounds in the English language and their natural fitness to express acts or states; showing also that at bottom there are but three kinds of movements expressive of facts or feelings (gestures of place, imitation, or emphasis, indicating respectively *where*, *how* or *how much force or earnestness*)—these principles, which a child can understand, were illustrated, applied, and thoroughly tested. Graduates so trained in the academy achieved marked success, and some are still conspicuous, especially in the pulpit. In the important inter-academic contest at Albany under the auspices of the Regents of the University, at which

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all the high schools and academies of the State of New York were allowed to compete in Elocution, two Adelphi students, without having made any special preparation, were victors, one young lady receiving the highest prize.

It was regarded as important that the young men should be skilled in Parliamentary Practice. To effect this result, aid and advice were given in the formation and management of two literary societies. Here they became accustomed to read essays, offer criticisms, deliver orations, speak extempore in discussion after careful thinking, and to declaim choice passages like young Edmund Burke at Trinity College, Dublin. Such societies had existed for a hundred years at Yale and perhaps elsewhere; but now *for the first time* their exercises were fully recognized as a part of the legitimate work of an educational institution, to be credited to the participant in estimating his rank as a scholar.

Too often, it might perhaps be said always, in other institutions, faithful society work of high merit, requiring time and careful preparation, necessarily withdrawing the student's attention from the prescribed studies of the class room, had in effect lowered his standing in scholarship as marked by tutors and professors. The attempt to incorporate the society performances as virtually a part of the curriculum, untried and unknown else-



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where, was successful here. The language of the annual catalogue upon the subject is as follows:

There are two literary societies composed of the students of the higher academic and collegiate grades. The officers are elected by the members, and the rhetorical exercises of the appointees *are credited to them in making up their standing in scholarship.*

Numerous and valuable prizes for excellence were awarded in the new Adelphi; but on a different plan from that which unfortunately prevails, even to this day, in almost all institutions. The general rule is stated in the annual catalogue as follows:

The prizes are not given for *relative superiority*, but for *positive excellence*. No one has received anything for *merely outstripping* his fellow-pupils; but *all* who have *attained great excellence have received gifts* amounting in the aggregate to several hundreds of dollars.

Here was a principle to be observed very different from the test commonly employed in determining the bestowment of prizes. The almost universal appeal is to a desire for superiority. The chief motive is an eagerness for honors and emoluments. The struggle is at times a sharp selfish competition. The feeling unavoidably awakened is the very essence of the ambition of Calderon's archdemon in "Magico Prodigioso," identical with that of Satan in Milton's "Paradise Lost,"

"aspiring  
To set himself in glory above his peers."

There is likely to be a temptation to fraud in the preparation, the danger of pride and conceit, if successful, of envy and mortification, if defeated; often a feeling that injustice has been done and partiality shown, sometimes a foolish overestimate of the importance of being or seeming to be superior. Think of poor Scott heartbroken because he failed to be the first to reach the south pole! Certainly the ambition is the exact reverse of the spirit of the Founder of Christianity, who said, "I seek not honor from men," and the opposite of the rule prescribed by the great apostle, "in honor preferring one another."

Dr. Sprague was Principal for five years ending in the summer of 1875. He would have continued here indefinitely, for he believed himself to be doing a good work, though disposed to give the chief credit to his able and faithful assistants. But in the latter part of 1874 there came an event which stirred Brooklyn as nothing else had ever done. His particular friend, the Adelphi's distinguished benefactor, the greatest of living pulpit orators, Henry Ward Beecher, was publicly charged with the grossest immorality. The accuser was a brilliant young man who had been his disciple. The city was divided into two hostile camps. Both parties had eminent leaders and were doubtless conscientious.

Dr. Sprague's first knowledge of the matter was communicated to him by one of the most prominent



of Mr. Beecher's opponents, a Doctor of Divinity. He called at the Adelphi one afternoon and took the principal for a two-hours' ride in his carriage. He told him of the multitudinous facts and arguments that seemed to establish his view of the case. Astounded, Mr. Sprague immediately consulted his intimate friend, one of the Adelphi trustees, a lawyer of the highest character and the soundest judgment, Mr. Enos N. Taft. They two determined to sift out the truth. For weeks they spent many hours in examining every scrap of evidence. They were able to get at some facts and considerations that could hardly be produced in a court of justice. They came to the conclusion that Mr. Beecher was entirely innocent, though chargeable with folly.

A story is told of his characteristic humor in stating his own conviction of his mistakes. It is said that his Counsel in the trial, Senator Evarts, General Tracy, and Judge Porter, called upon him on a Sunday afternoon for a consultation, apologizing as they came in for trespassing on sacred time. He replied, "You're all right. We are told on good authority that if your ox or your ass fall into a pit, you may pull him out on the Sabbath day. Now you'll not find a bigger ass than I, nor a deeper pit."

Dr. Sprague had for several years sought to secure the services of Mr. Beecher as one of the lecturers for the benefit of the Adelphi and its

library, and he had at last consented. Repeated announcements had been made from the Academy platform and in the newspapers that the splendid orator was engaged to lecture in the Calistheneum. He had done much for the school in its early years, and again he was to render it substantial service. But when the fierce controversy broke out directly after these announcements, the question instantly arose in the board, "Shall he be permitted to lecture in the Academy Hall?" If so, the fact might fairly be construed as an espousing of his side in the great contest. If not permitted, it would indicate that the institution sided against him. On the principle that an accused person should be treated as innocent until proved guilty, Dr. Sprague quietly but strenuously insisted that the lecture should be delivered; but a majority of the Trustees were against him.

To Dr. Sprague it seemed as if there was a determination to prejudge the case, to array the institution against Mr. Beecher, unwarrantably and strongly to throw its weight into the wrong scale, inevitably and wrongly to influence public opinion in what seemed a cruel attempt to destroy a great and good man. The conflict increased in bitterness. The battle threatened to last for years. Although perfect courtesy characterized all the intercourse between Dr. Sprague and the trustees, his known attitude as a champion of Mr. Beecher in public and in private, when the odds were against him and

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daily increasing, menaced great harm to his beloved Adelphi. He had been urgently invited to return to his professorship in Cornell University, and now the president of another famous university invited him to visit it with a view to acceptance of the position of Professor of English Literature. He did so, and his duty and apparent interest induced him to tender his resignation of the principalship of the academy. It was accepted by the trustees with many expressions of their esteem. In the catalogue for that year they complimented him for what they described as "the able management under which the Academy had achieved its established success." At the closing exercises they joined the teachers and students in presenting him handsome and costly gifts.

"By their fruits ye shall know them." The maxim is as true of an institution as of a man, and its best test is the character of the men and women it has sent forth. Others know perhaps better than Dr. Sprague the honorable career and vast usefulness of the Adelphi during the last thirty-eight years; but, not to mention "honorable women not a few" who have blest the world and adorned society, the lustrum of his administration did much to produce such men as Sidney C. Partridge, William Ordway Partridge, Ambrose Tighe, Charles M. Pratt, William W. Davis, Winston H. Hagen, Doremus Scudder, Starr J. Murphy, Charles H. Sprague, Henry C. Folger, Edward Benedict, Ira

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Beard, Frank M. Carson, Edward and William Peet, Alfred and Harold Vernon, Henry Irving Plummer and others conspicuous among the noble living or sleeping with the honored dead.

In closing I submit a letter from Rev. Doremus Scudder, a member of the famous Scudder family, and now a clergyman in Honolulu:

My preparation for College was received at the Adelphi Academy when Col. Homer B. Sprague was principal. His conduct of the institution was notable. There were no disciplinary difficulties that I recall. The relations between teachers and pupils were quite ideal and school life was very happy for all of us.

Mr. Sprague was warmly interested in school hygiene, a matter not of great concern to many teachers at that early day. School lunches, calisthenic drill and encouragement of outdoor sports, all formed a large part of his program.

He also laid special stress upon expression. I can but feel that in this particular he was far ahead of many present day educators. Little or no attention seems paid now in many schools to the very important subject of training the speaking voice. In the Adelphi of my time, besides monthly literary exercises there were in the chapel daily declamation and reading by the pupils of the upper grades. No one was exempt. Here the girls were taught to speak so that they could be heard, a desideratum that seems almost totally lost sight of in our higher institutions of learning today, to judge from the atrocious mumbling and *sotto voce* soliloquizing of most women who attempt to speak in public.

Unusual care was devoted not only to voice culture but to graceful and forceful address, to literary study

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and expression. Colonel Sprague himself took personal supervision of this department of instruction. I shall have occasion always to remember with deep gratitude what he did for me in this regard. Being afflicted with a diffidence that amounted to a disease, all public speech was a nightmare of terror. But Colonel Sprague's kindly and persistent training has borne fruit that has been ripening increasingly with the lapse of years. As a public speaker I owe more to him than I can well express and I am inclined to the opinion that this feature of my early education has proved of more importance and value than any other.

The Adelphi Academy in Colonel Sprague's time fitted men thoroughly for college and sent out boys and girls with a love both for study and for active service. I have always felt that the breadth of mind and wide interests of our Principal, conjoined with his gracious personality and wise, patient oversight gave a character of peculiar attractiveness and strength to the school.

It is written to the credit of Col. Sprague that he invented the system of fire signals and drills which is now in use the world over, not only in schools but in business houses, hotels and steamships. It has saved thousands of lives, and ranks the Colonel among the leading benefactors of humanity.

While in charge of the Boston Girls' High School he put the system into practice. This was long before such duties were prescribed by school authorities anywhere.

THE HISTORY OF ADELPHI ACADEMY  
DURING THE ADMINISTRATION OF  
STEPHEN GALE TAYLOR, Ph.D., 1875-1883





THE ADMINISTRATION OF STEPHEN GALE  
TAYLOR, Ph.D., 1875-1883

*By Frederick Webster Osborn*

**D**R. TAYLOR was elected as the successor of Professor Sprague in 1875. One of the reasons for the selection of Dr. Taylor was the desire to place the Grammar Department upon a thoroughly sound basis. If the Adelphi Academy was to compete successfully with the public schools of Brooklyn, the elementary subjects of reading, writing and arithmetic must be well taught and the several classes be under competent supervision.

Public School No. 15, of which Dr. Taylor was at that time Principal, was regarded as one of the model schools of Brooklyn. To secure his services for the administration of this young institution it was thought would silence all criticism respecting the character of the instruction in the Adelphi.

The following statement was offered by the Trustees to explain the situation: "We seek to combine the special excellencies of both the public school and academic systems, and believe that we may safely recommend the Adelphi as being adapted alike to the thorough and accurate training of the young and to the higher and more complete education of those who graduate from the

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public schools and other schools of like grade in our city."

The years between 1875 and 1880 mark the growth of a widespread dissatisfaction with the methods of teaching then prevalent in most of the large cities of the country. The attention of the pupil was closely held to the textbook, the language of which he was expected carefully to memorize. Recitations were largely occupied in repeating abstract definitions in geography and rules in arithmetic and grammar. Modern pedagogy, which makes the child rather than the subject the centre of interest, had hardly begun to be formulated. The facilities for the training of teachers were meagre and largely based upon the traditions of the past. To those not familiar with the situation it is difficult to appreciate the change that has been wrought by modern methods of teaching.

One of the earliest movements for a better state of things occurred in the town of Quincy, Mass. Colonel Parker, at that time Superintendent of Schools, was attracting attention by the introduction of methods designed to stimulate the interest and awaken the dormant activities of children. In order to satisfy himself as to the value of these methods Professor Osborn spent several days in visiting the Quincy schools. He was freely admitted to classrooms and asked to observe the work of the teachers. He found them using the word method in the teaching of reading, developing the

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fundamental facts of geography without a textbook, and making arithmetic interesting by applying its principles to problems that were familiar to the child. The most superficial observer could not fail to note the effect upon the attention and the pleasurable activity of the children.

Some of the most valuable of these methods were brought to the attention of the teachers in the Adelphi, and they were assisted in introducing them into the elementary grades. About the same time improved methods of teaching English were introduced into the upper grammar and sub-collegiate grades, especially the reading and analysis of some English classic. By such means the Adelphi Academy sought to improve the whole process of teaching and prepared the way for the more scientific methods which are now in general use. The stimulus which it gave to improved methods of teaching in the public schools of Brooklyn has been often recognized and freely admitted.

In the fall of 1875, William C. Peckham became professor of Mathematics in the Collegiate Department. Subsequently his work was enlarged to include Physics and Astronomy. His valuable services to both the Academy and the College, in which he is now the senior professor, are too well known to require further comment. He is well known in the scientific world, having been on the editorial staff of the *Scientific American* since 1897.

## HISTORY OF ADELPHI ACADEMY

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Several years later Mr. Charles O. Gates became an assistant in the Classical Department. Under the skillful and thorough instruction of Mr. Webster, Mr. Gates and Mr. Peckham, the Adelphi became widely known throughout New England as a most successful school for the preparation of boys and girls for college. In a letter to President Taylor, President Seelye of Amherst College says, "The superior work which the Adelphi Academy is doing, to which the excellent students she has sent to this college bear constant witness, leads me to hope for the largest success to the efforts now making for the endowment of that institution."

Meanwhile the standard for graduation from the Literary and Scientific Courses was raised by the addition of a year to each of them. This was in fulfillment of the purpose previously announced "of developing and expanding the Collegiate Department." With the view of strengthening the Department of English, Dr. Julian W. Abernethy was called in 1881 from Middlebury College to the chair of English Literature. The wisdom of this step was at once apparent in the fresh interest infused into this subject. Professor Abernethy had a large share in elevating the character of the work in the Collegiate Department during the ten years of his connection with it. He was subsequently invited to become Principal of the Berkeley Institute, which under his management became well



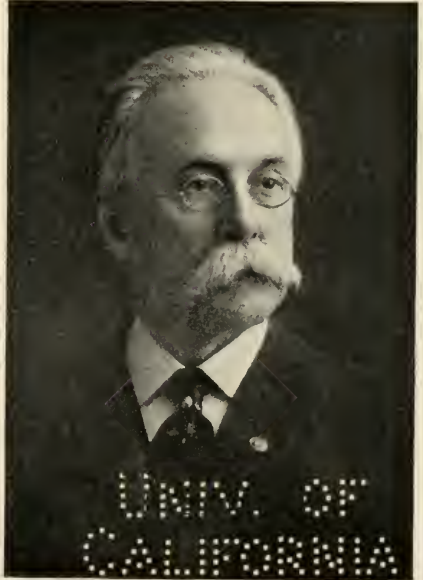
WARREN T. WEBSTER



FREDERIC W. OSBORN



FRANKLIN W. HOOPER



WILLIAM C. PECKHAM





known as one of the best private schools in Brooklyn.

In 1879 Dr. Charles Jewett resigned as Professor in the Department of Natural Science to begin the practice of medicine. Dr. Jewett acquired distinction in his profession and for many years was a lecturer in the Long Island Medical College.

Among the various candidates for the position, selection was made of Professor Franklin W. Hooper. The scope of the department was enlarged by the addition of the sciences of Zoology and Geology. The laboratory work in Chemistry was broadened and field-work in Geology introduced. These changes greatly increased the interest in this department and gave the Adelphi a leading position among the educational institutions of the city. By his large acquaintance with his subject and his enthusiasm as a teacher, Professor Hooper gained a reputation as an educational leader which he has utilized with great advantage to this city as Director of the Brooklyn Institute of Arts and Sciences. As a member of the Board of Trustees from 1913 until his death, the College and Academy enjoyed the benefit of his counsel, the value of which was enhanced by his familiarity with its history and progress.

The importance of a Library as an essential part of the equipment of the Academy was early recognized. During the administration of President



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Taylor lecture courses were instituted, the proceeds from which were used for the purchase of books and other material for the Library. Among well-known speakers who gave character to these courses of lectures were Hon. Stewart L. Woodford, Hon. Chauncey M. Depew and John Fiske. Subsequently through the efforts of a member of the faculty various sums were contributed by friends and collected from several entertainments amounting to \$1000. This has become a permanent Library Fund, one-half of it available for the use of the Academy and one-half for the College Library.

From the beginning of its history the Adelphi Academy made the physical development of its pupils one of its most prominent features. President Taylor was in hearty sympathy with this movement and in 1875 invited Mr. Avon C. Burnham, a well-known instructor in athletics, to take charge of this department. Under his direction a number of improvements were made in the gymnasium and a larger variety of exercises was introduced. He brought with him Ashburton S. Lewis.

Hundreds of Adelphians will recall Mr. Lewis, who for thirty-nine years was the Adelphi accompanist for gymnastics, and regret to hear of his death, which occurred October 7, 1914. For accuracy, skill and musical taste, he could not be excelled. Dr. Anderson, now director of gymnastics at Yale University, says that he owes much

## HISTORY OF ADELPHI ACADEMY

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of his success to his seven years' association with Mr. Lewis. It will be remembered of him that he was the man always at his post, ready to fulfill his duty under all circumstances. The memory of his character sweetens the loss now felt by a large circle.

In 1884 William G. Anderson, M.D., was made director of this department. His appointment prepared the way for a more scientific treatment of the subject and for the employment of methods adapted to secure the uniform physical development of students. Several years later Dr. Anderson was invited to become Director of Physical Education at Yale University, where he still remains.

The founder of the Academy included in its curriculum instruction and training in art. Instruction in free-hand drawing was given twice a week in both the Preparatory and Academic Departments. Special courses in drawing from the cast, and in painting in oil and water colors were provided for those who desired to engage in a professional study of art. F. T. L. Boyle was in charge from 1872. In 1875 the Trustees purchased from the Brooklyn Academy of Design a number of full and half-sized statues, large and small torsos, busts, masks, etc.

The Academy of Design was founded in 1868 with forty-five members: three survive, one of whom is Professor Whittaker.

## HISTORY OF ADELPHI ACADEMY

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Among the articles purchased was the statue of Henry Clay now in the Adelphi Library. This statue was once the property of Harriet Beecher Stowe. She gave it to her brother, Henry Ward Beecher, who carried it in his arms and presented it to the Academy of Design. The studio was further enriched by the generous gift of Mr. John Gibb, one of the Trustees.

In 1875 Professor John B. Whittaker was invited to take charge of this Department, of which he still continues to be the director. His wife was for many years his assistant. The Adelphi Art School stood at the head of all similar schools throughout the city and is still noted for the excellence of its work. Its annual exhibitions have been largely attended not only by the general public but by artists both in and out of the city. It has had no small share in developing a taste for genuine art in this community.

Dr. Taylor brought to the Adelphi as teacher of Penmanship Delwin F. Brown, whose pen and ink work was well and widely known. His copy of the Lord's Prayer received a medal from the World's Fair. It was sold for \$10,000. After the death of the owner, Mr. Brown purchased it for \$6,000. It perished in the Adelphi fire of 1889.

The efforts of Prof. Osborn and Dr. Abernethy for the library are worthy of special notice. They inaugurated a course of valuable lectures. Later Mr. Osborn collected for a fund in memory of Mr.

## HISTORY OF ADELPHI ACADEMY

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Webster, the interest of which is expended for the library. He also assisted materially in procuring funds for the decoration of the walls of the library.

Mention should be made of the Hymn Book prepared by Dr. Taylor and Dr. True, the musical director. The collection was of great merit. All the work was done by the two gentlemen with an electric pen.

During this administration a new laboratory was fitted up by the munificence of Messrs. John Gibb and H. W. Wheeler. By a very liberal donation from Mr. Charles Pratt, the apparatus for the Chemical and Philosophical Departments was greatly increased.



THE HISTORY OF ADELPHI ACADEMY  
DURING THE ADMINISTRATION OF  
ALBERT CORNELIUS PERKINS, Ph.D., 1883-1892





THE ADMINISTRATION OF ALBERT  
CORNELIUS PERKINS, Ph.D., 1883-1892

**D**R. PERKINS came from Phillips Academy at Exeter, New Hampshire, and entered upon his work with great enthusiasm.

Upon his arrival in the city he identified himself with the Central Congregational Church. He was a deacon and member of the Prudential Committee. He was also much interested in home and foreign missions and an efficient worker in the Sunday School. He was one of the organizers of the influential Congregational Club of this city, serving a term as president and afterward as a member of the Executive Committee. He also took a deep interest in the welfare of the city and was at one time a member of the Civil Service Commission.

Early in his life here he delivered a lecture on Literature, of which the *Eagle* said: "The audience was one of the largest that ever attended a lecture at the Academy. The lecturer appeared before a Brooklyn audience for the first time. His clear thoughts expressed in a masterly manner, his magnetic elocution and clear delivery captivated his auditors, who frequently gave vent to their appreciation of the sentiments of the lecture by hearty applause."

Dr. Perkins was fortunate in his choice of a superintendent for the Elementary Department. Arthur C. Wadsworth was a graduate of Bridge-

## HISTORY OF ADELPHI ACADEMY

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water Normal School, a man of advanced educational ideas and of genial sympathetic temperament. He appreciated the skillful teacher and frequently aided the weak one to become strong. He holds degrees from Harvard and Wooster Universities and is Principal of the Russell School in Cambridge, Mass.

The Brooklyn Bridge had opened in May, 1883, and the growth of the city was very rapid. Two thousand houses were built in the ensuing year.

August 29, 1886, occurred the death of Harold Dollner, trustee and for fourteen years treasurer. Mr. Dollner was a native of Copenhagen, Denmark. For particular service rendered the Danish government, he was made a Knight of the Dannebrog, one of the oldest knighthoods in Christendom, being first instituted in the year 1219. Later he received the Cross of the Legion of Honor.

He was educated for the ministry, but having no taste for it, he ran away, and with the instinct of his countrymen, chose the sea. In Boston, under the wonderful preaching of Father Taylor, he determined to become a Christian and soon joined the Methodist Church, of which he remained a faithful member until his death.

Reaching New York, he took the first situation which he could find, that of porter. In a short time he was a partner in the firm which he served and soon afterward organized the large house of

## HISTORY OF ADELPHI ACADEMY

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Dollner, Potter & Company, which in its line was for many years one of the first in the city.

Under a brusque manner, he concealed the kindest of hearts. Whenever a teacher asked for an advance of his salary, he invariably replied, "No, we must keep the rule." Soon after, he would instruct the bookkeeper to assure herself that it was necessary, and if so, to advance it.

He never quite conquered the intricacy of the English language. The pupils were always amused to hear him exhort them to urge their parents to "pay their pills."

He fulfilled the duties of Treasurer and also of Chairman of the Building Committee with fidelity and intelligent interest.

Eighteen eighty-eight was a year long to be remembered. March 12th came the blizzard, burying the city nearly out of sight. The Adelphi record of that remarkable day was: Of the twenty-one gentlemen of the Board of Teachers, nineteen were present. Of the twenty-two ladies, fourteen (including every Academic Grade teacher) thought valor the better part of discretion and reported for duty. The Collegiate Department had an attendance of 33 1-3%; the Academic, 20 5-6%; the Preparatory, 15%. Tuesday, March 13th, one pupil was taught at the Academy.

This was the year when the Adelphi colors were adopted, after many fierce fights. The "Brown and Gold" are now known from Maine to Florida.

## HISTORY OF ADELPHI ACADEMY

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Though the Girls' High School was opened in 1886 and the Boys' High School in 1892, the attendance at the Adelphi did not suffer materially.

The nine years of Dr. Perkins' stay were of unusual interest. The Library was arranged and catalogued in 1891. It had 700 volumes; it now has 16,000. Fortunately, we have had but one librarian, Mabel Farr. In 1888, Mr. Pratt added to his generous benefactions, of many of which he allowed no record to be kept, the sum of \$160,000, with which the building fronting on Clifton place was erected. A builder in the city (who did not build it) said that it was undoubtedly the best building in Brooklyn and that he could see no reason why it might not stand a thousand years.

Ten thousand invitations were issued for the opening, which occurred February 18, 1889. The ceremonies were imposing. The most brilliant speakers of the city graced the occasion. At this time, removed by only a quarter-century, without an exception, donor, presiding officers, and speakers, all have "gone over to the majority." From February until the following December we had what Mr. Pratt called "an ideal family school." On the 18th of December there rang out on the crisp winter air, the cry of "Fire." The cruel flames ran riot in the old building, but halted at the thick walls of the new one. To this day, we have not even a conjecture as to the cause of the fire. A newspaper reporter hastened to say that

it started in a box of waste paper in the cellar; when the débris was cleared away the box was not even scorched.

One might think that Mr. Wheeler, Chairman of the Building Committee, who had given so much time and thought to the new building, would be utterly discouraged. He and Mr. Gibb, the Treasurer, walked quietly in with their gloves in their hands and began to plan at once what to do with the school. Then came Mr. Pratt and the matter was easily adjusted. The Pratt Institute had opened a Kindergarten at 242 Vanderbilt Avenue, and Adelphi took the building. Mr. Horace E. Dresser was instrumental in founding the first Kindergarten in Brooklyn. It was in 1884, during Mayor Low's administration. The Adelphi was among the pioneers in this branch of education.

Now that Kindergarten teachers rival in numbers the leaves of Vallambrosa, it seems strange that we could not find one here, but were compelled to send to the "Fountain of Culture," the city where

"Life isn't a fever, it's more like a chill

And the Gateway of Heaven is called Beacon Hill."

Miss Nellie A. Vose was our first Kindergarten teacher. We took five pupils from Pratt and added sixteen. Miss Vose taught them like a "faithful, furious angel."

There is a legend at Mount Holyoke College that

when Miss Whitman, a principal, left, Dr. Hawks, President of the Board of Trustees, irreverently called by the girls "Pater Accipitres," rose in the diningroom at breakfast and in his ponderous tones said, "Miss Whitman has left us. She looked on a man and she loved him. Let us pray." We had a similar fate with Miss Vose.

After an extensive search for someone to expound the sphere, cube and cylinder, and to exalt the name of Froebel, we found Mary C. Dietrich.

After two years, she, too, "looked on a man and she loved him" but remained in charge of the Kindergarten until she had completed five years of service. She was then succeeded by Miss Anna E. Harvey, who has happily remained until this day.

The utmost good feeling prevailed. The halls and Library were filled with desks. Gymnastics and recesses were given up. There was but one business office. It is a remarkable and interesting fact that there was less sickness in the school than usual.

Every morning the Preparatory Department assembled in the corridor, and the classes marched down, each with its teacher.

In November, 1890, the building was ready for use. It was practically the same as before, except that the mansard roof had been ordered off and that the Chapel was greatly changed. Formerly the platform had been at the south end; it was moved to the west side. Nothing is left of the old Chapel



but the doors at the north end, the pulpit and the pictures.

The Alumni Bulletin of January, 1889, said: "The new gymnasium is 200 feet long by 50 feet wide, and is the largest school gymnasium in the United States."

The special committee appointed by the Massachusetts Board of Education to investigate and report on the matter of school gymnastics, in their printed report placed the Adelphi at the head of all other schools in this respect.

May 4, 1891, the whole community was startled by the tidings of the death of Mr. Charles Pratt. His name was the first to be written as Treasurer. For seventeen years it was signed as President of the Board of Trustees on all diplomas and certificates. It was so written that a stately building stands to perpetuate it, and to promise for the Adelphi a future as permanent and strong as the walls of granite so generously provided. His name is written here in letters which cannot "be valued with pure gold." We share the pride which all the city feels in his great work hard by us (the Pratt Institute) but we never forget that the Adelphi was his first love.

Very soon Adelphi's cup of sorrow filled again. On the morning of May 24th came the tidings that Miss Leggett, Superintendent of the Preparatory Department, had been found in her room, sleeping the sleep which knows no waking here.



## HISTORY OF ADELPHI ACADEMY

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Among the many tributes to her memory we select the following:

“Her many friends will recall the inspiring and refining effect of her presence; the sweet, serene face that spoke of inward peace and trust; the low voice; the luminous eyes, that never erred in reading character; the fitly chosen words; the swift step; the positive opinions that never gave offense. It was well said of her that gentleness and strength were remarkably united in her character. Retaining her faculties to her last hour, she never ‘grew old.’ Of her intellectual gifts too little has been known. She was too much of a woman ever to be thought of as a mere scholar, but scholar she was and liberally educated, though in this, as in all else, she held her own attainments lightly. She was a tireless reader of the choicest literature and any written word of hers might serve as a model. Her marvellous interest in children, her almost maternal affection, her tireless efforts for their comfort and happiness, have insured her a lasting place in the memory of Adelphi pupils and earned for her the enduring gratitude of the parents whose children have felt the touch of her hand. It seemed especially fitting that Miss Leggett should be borne to her last resting place on Children’s Day. She sleeps in the beautiful burial ground of the Friends, which lies within our matchless park, and as loving hands were heaping a wealth of flowers over her brave, tender heart, the air was filled with the melody of children’s voices.”

In 1892 the educational world was in a state of unrest. A great desire for what is called progressive teaching developed. Pedagogy loomed high on the horizon.



MR. AND MRS. WHITTAKER



A. S. LEWIS



CHARLOTTE MORRILL



## HISTORY OF ADELPHI ACADEMY

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All rapid railway trains are driven by young men, and all rapid educational trains require the nerve and strength of young men. Dr. Perkins, therefore, dropped the reins of government into younger hands.

During Dr. Perkins' administration the register of students attained its largest number, reporting 1,126 in 1891.



THE HISTORY OF ADELPHI ACADEMY  
DURING THE ADMINISTRATION OF  
JOHN SAMUEL CROMBIE, Ph.D., 1892-1893





THE ADMINISTRATION OF JOHN SAMUEL  
CROMBIE, Ph.D., 1892-1893

**D**R. CROMBIE was of New England parentage, though he was born at Pontiac, Michigan, June 19, 1854. He was graduated with honors from the University of Michigan in 1887. When called to Brooklyn, he was the head of the Minneapolis Central High School.

It was at once discovered that Dr. Crombie had great executive ability and extreme kindness of heart. When word came to him of the illness of a pupil, he went at once to the home or wrote a note. Those notes were cherished for years.

The Academy prospered during his administration and the trustees looked forward to years of prosperity.

Fate had decreed that his guiding hand should be soon withdrawn. He was writing an exhaustive thesis of 700 pages on the Republic of Switzerland. He completed the work on February 4 and left the Brooklyn Library with his manuscript at five o'clock. It was a chill, raw day and he took a severe cold. At his dinner table he was taken alarmingly ill and remained in bed nearly a month. He left Brooklyn on March 3rd for Monticello, staying there through one month. He returned to Adelphi and was present at an alumni meeting held April 4th, where he made a felicitous speech,

## HISTORY OF ADELPHI ACADEMY

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but very soon was ordered by his physician to Monticello, where he died on April 16, 1893.

His funeral was held in the Lafayette Avenue Presbyterian Church, Wednesday, April 19, and was largely attended. The trustees and members of the Academy marched down in a body.

Dr. Crombie had expected to receive the degree of Doctor of Philosophy from the University of Minnesota in June of '93. This would have been a rare honor, as the University is very chary of conferring that degree, having given it but once before 1893. In June, after the other degrees were conferred, President Northrup advanced to the front of the platform, dropped his Latin, and with somewhat broken voice said that on the records the name of John Samuel Crombie would be written as a Doctor of Philosophy.

Notwithstanding the attendant gloom, the school was so well organized that the work went smoothly on. The catalogue shows the number in attendance 1,032 and the number of graduates 25.

THE HISTORY OF ADELPHI ACADEMY  
DURING THE ADMINISTRATION OF  
CHARLES HERBERT LEVERMORE, Ph.D.,  
1893-1909



THE ADMINISTRATION OF CHARLES  
HERBERT LEVERMORE, Ph.D., 1893-1909

**D**R. LEVERMORE, a graduate of Yale University, Class of 1879, and Ph.D. of Johns Hopkins, 1886, came to Adelphi from the Massachusetts Institute of Technology. November 18, 1895, Hon. Timothy L. Woodruff was elected a member of the Board of Trustees. On the sixteenth of December he was elected to the Presidency. April 11, 1902, he announced that Mr. John D. Rockefeller had promised to give to Adelphi the sum of One hundred and twenty-five thousand dollars on condition that the friends of Adelphi should raise an equal sum. On the first day of May, less than three weeks after the original announcement, Lieut. Governor Woodruff was able to report that the requisite sum of money had been subscribed, thereby insuring to Adelphi the gift of Two hundred and fifty thousand dollars. One can hardly imagine a more brilliant campaign. Governor Woodruff was in the height of his popularity. He took up the matter by himself. Not a penny of expense to the Adelphi was incurred. About twelve thousand dollars was subscribed by Adelphi students and alumni. For the first time in its history Adelphi was free from debt. Mr. Woodruff resigned from the Presidency in December of 1908 but remained a

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member of the Board until his greatly lamented death, which occurred October 12, 1913.

Dr. Levermore noticed the great lack of Song Books for schools and undertook the task of providing them. The Song-Book, the Abridged Song-Book and the Students' Hymnal testify to his skill and taste as a compiler and editor. They have been very widely adopted.

I am greatly indebted to the Doctor for allowing me to make copious selections from his Report to the Trustees in 1894. It defines very clearly his general plan which was faithfully carried out.

It has been my endeavor herein to make a brief and concise inventory of the changes which have been made in various directions in the Academy during the year 1894, for the purpose of improvement.

The matter which earliest demanded attention in the fall of 1893, was the character of some of the text-books used, especially in the classes in History and English. It is not too much to say that in these subjects the books which have been made the bases of study have undergone a revolution. The most modern text-books in History have been introduced into the Academic grades, and in conjunction with them, the best historical atlases have been placed in the hands of the pupils.

The study of English has been drawn away from the old-fashioned text-book and formal grammar and directed as much as possible upon the best models of English Literature.

A great deal of time and careful thought has been devoted to the preparation of a list of books for use in the study of English Grammar, Reading and Literature. . .

## HISTORY OF ADELPHI ACADEMY

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and the most beneficial results have been already apparent wherever these new books have been used in the classes. The substitution of masterpieces of English Literature or of interesting historical or geographical tales for the old-fashioned reading books has resulted in kindling in the minds of the children a flame of interest, and in cultivating a real fondness for good reading.

Nowhere has the effect of this new English instruction been more noticeable than in the library and reading-room, which has been used this year as never before by the children of the Academic grades.

A beginning was made early in the fall towards what will become in the new course of study the uniform introduction of the study of modern languages into the lower Academic grades. The desired beginning was secured by requiring the study of German in the present 5th and 6th grades. These classes were placed under the charge of Miss Mabel Foster, who has shown a great deal of spirit in the work and has carried the pupils along very successfully.

It is believed that a real improvement was made in the study of Mathematics in the Academy by condensing the subjects of study under the title of Arithmetic and by a consequent shortening of the time devoted to that topic. This made it possible to plan for the introduction of Geometry at a much earlier period than heretofore, and for the coördination of that study with Arithmetic upon a much more systematic plan.

The study of Geometry was begun by the Seventh Grade during the latter half of this year immediately after the class had finished Arithmetic. This substitution of Geometry for Algebra as the study to follow Arithmetic has proved to be a judicious action.

Geometry has been taught so far as possible in a practical manner. The instruments of drawing were placed in



## HISTORY OF ADELPHI ACADEMY

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the students' hands and they have been encouraged to demonstrate for themselves the simple truths of Plane Geometry as fast as they were able to understand the necessary data.

Through the liberality of the Board of Trustees there has been a great improvement in the equipment of the Academic Department. . . . The expenditure of the sum generously voted by the Board has given an equipment for illustrating and teaching Natural Science, History and Geography such as very few schools can boast of. The new maps, and charts, and pictures procured from Germany and France were displayed on Founders' Day in six large recitation rooms, which were filled to overflowing. The exhibition was visited and studied by many professional educators, as well as by the patrons of the Academy; it aroused much interest and elicited strong expressions of approval.

The sum voted by the Board of Trustees also procured a valuable set of models of the human body for use in the class of Physiology, a large number of books for the library which were much needed in the work of the year, and a considerable improvement in the Gymnasium in the laying out of a handball court, which has proven to be the most popular and useful feature of the Gymnasium equipment.

In addition, the Mathematical department was provided with a complete set of new instruments for use in surveying, and this has given to the classes in this department a very decided impetus throughout the year.

Also the very best series of German historical wall maps was secured for the use of the classes in the Collegiate department.

A great deal of time and thought has been given by the Principal to improving the study of Geography and a beginning has been made towards basing the teaching of

## HISTORY OF ADELPHI ACADEMY

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Geography upon inductive methods. The maps have become the text-books in the class and the subject has been handled by the teachers with full reference to the connection between Geography and History on the one side, and Geography and Physics on the other.

The improved spirit among the students has been shown by the formation and successful maintenance of a Debating Society. . . . Not only in this organization but also in the athletic organizations of the students there has been throughout the year a very desirable increase of confidence among the scholars—confidence in the Academy and pride in their own achievement in it.

A number of applications from young women who wished to be admitted to our Kindergarten as pupil teachers drew attention to the possibility of employing facilities of the Academy in other departments for the support of a kindergarten training class. This seemed to afford the best method of securing an ample force of assistants in our kindergarten, and the Board approved of the proposal. A class of young ladies, strictly limited in number, has been diligently at work throughout the year and another class to follow them next year is already assured.

Since 1895 the Normal School for Kindergartners (now a branch of Adelphi College) have been fortunate in having Miss Anna E. Harvey as leader. In 1915 460 had been graduated, many of whom are doing excellent work as kindergarten teachers.

The most considerable step forward taken by the Academy as a whole during this year has been due to the liberality of the corporation in beginning the purchase and equipment of a playing-field. Undoubtedly the Academy will profit by the interest which the playing-field excites in many of the Alumni, but the greatest advantage will arise from the interest among the boys of Brooklyn, provided that the field can be equipped with

## HISTORY OF ADELPHI ACADEMY

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reasonable promptitude and that our pupils can be seen enjoying the facilities afforded by their own grounds.

The Adelphi Field was opened in September of 1895. It was situated on Park Place and Classon Avenue and contained thirty-four lots purchased at a cost of \$54,400. The field was sold in 1906 and is now occupied by thirty-four houses. Then there were purchased eighty-one lots at Fulton and Crescent Streets, from which twenty-seven were sold, leaving fifty-four lots valued at \$62,286.46.

The subject which occupied the most time and attention throughout the year has been the new course of study. . . . The essential features are: The introduction of language study during the earlier years; the improvement in the order of mathematical studies; the close correlation of the studies of History, Geography and Science, and, to some extent, English; the making of the studies of History, English and Science continuous throughout the whole course; the development of a systematic plan of physical training; and the introduction of a department of Natural History in the upper grades.

. . . .  
The Principal received a considerable number of letters from prominent educators expressing their approval of this course of study. Mr. Myron J. Scudder, who is one of the two Inspectors of Schools attached to the University staff in the Regents' office at Albany, states that our course of study is regarded there as an embodiment of the ideal. Prof. Cook, the eminent philologist, at Yale, writes: "Your thoughtful attention to the subject of English is very gratifying to me." A number of Brooklyn's most prominent educators have expressed their hearty approval of the new curriculum, and President G. Stanley Hall of Clark University sent to the Academy an expression of interest and congratulation. Much in-

## HISTORY OF ADELPHI ACADEMY

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teresting and valuable comment upon the new curriculum was obtained from President Eliot of Harvard.

The system of half-yearly promotions which had prevailed from 1869 to 1883 was revised and met with general favor.

Manual Training and Domestic Science were introduced. Foreign languages found a place in the Elementary Grades. Carriage service for young children was introduced and a restaurant opened. An important and greatly valued innovation was the establishment of the class adviser system. To it the Adelphi is largely indebted.

In 1871 Dr. Sprague said, "I anticipate the time when there will be a great University here." In every administration since, the matter of founding a college has been considered. Dr. Levermore had the courage to start the enterprise. Like all leaders with faith and enthusiasm he found followers. As a result, on June 24, 1896, Adelphi College received its Charter and began its work with the two upper classes of the Academy. In 1915 there were 613 graduates. In addition to his labors as President of the new College Dr. Levermore carried also the burden of the Principalship of the Academy until 1909.

After the death of Mr. Webster in 1895 the position of Superintendent of the Academic Department remained vacant until 1899 when Mr. Horace H. Howe was appointed. He served with rare fidelity until the position was abolished. He remains as Head of the Department of Mathematics.

## HISTORY OF ADELPHI ACADEMY

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Ernest N. Henderson was Superintendent of the Elementary Department from 1902 to 1906. He is now Head of the Department of Education in Adelphi College. He was succeeded by Edwin C. Broome who in 1909 was called to the Superintendence of Schools in Mt. Vernon, N. Y.

### HAYDEN W. WHEELER

October 28, 1904, was a dark day in the history of Adelphi, for then occurred the death of one of Adelphi's most faithful friends, Hayden W. Wheeler. He was a trustee for twenty-seven years, for eighteen years in charge of the buildings and grounds and for eleven years the Treasurer.

It was under his direct supervision and largely aided by his generous contribution that the eastern wing of the Academy was built. After the fire he superintended the restoration of the buildings. His was the life of a business man, and his duties in the world were many, but with it all he gave a great part of his time to Adelphi. There was hardly a day that he was not seen among us. The influence that he gave the spiritual part of Adelphi, the real life of the school, will never be forgotten.

With exhaustless patience and dauntless courage he fought many Adelphi battles through to victory. In 1889 the trustees presented him with a silver loving cup bearing the inscription, "To





FOOTBALL TEAM—1888



BASEBALL TEAM—1889



TRACK TEAM—1895



FOOTBALL TEAM—1890





## HISTORY OF ADELPHI ACADEMY

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Hayden W. Wheeler, from his associate members of the Board of Trustees of the Adelphi Academy, Brooklyn, N. Y., 1890, *Et Decus et Pretium Recti.*"

Mr. Wheeler's last great work for Adelphi was that of installing the elevator. The labor of securing the requisite funds and of giving personal attention to every detail was cheerfully accepted.

Mr. Wheeler was everywhere and at all times, noble, true and unselfish. He did his full duty always like a man—lived every day like a hero. If ever man won the verdict "Well done, good and faithful servant," he won it.



THE HISTORY OF ADELPHI ACADEMY, 1909—  
EUGENE C. ALDER, M.A., PRINCIPAL



## THE ADMINISTRATION OF EUGENE C. ALDER, M.A.

**W**HEN the venerable and widely-known Dr. Magill, President of Swarthmore College, had nearly reached fourscore years, he wrote a record of the graduates. He emphasized that he should not include any who had not been graduated ten years, for history did not begin until a decade had passed. Following this direction, I hesitate a little at writing in 1916 of anything occurring after 1909.

At that date an important change was made. The office of Principal was restored and Mr. Eugene C. Alder invited to assume its duties. He is a graduate of Kansas State University, holds Master's degrees from that University and Harvard and had taught with pronounced success at Phillips Exeter Academy, Exeter, N. H., and at the Penn Charter School in Philadelphia.

Mr. Alder began his work by thoroughly acquainting himself with the inside needs of the school.

The Principal's Office was transformed. The walls were redecorated, mahogany furniture and suitable rugs purchased. An attractive room now meets the eye of visitors.

In 1909 our girls were going to Pratt Institute for their cooking lessons. Pratt found that its lab-

## HISTORY OF ADELPHI ACADEMY

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oratories were becoming too crowded to accommodate us longer and it was decided to start a Domestic Science Department of our own. Two rooms were splendidly equipped for this purpose and now the girls can complete a course for the diploma of the Academy by taking Household Science work in place of Algebra and Geometry.

In 1914 a four-year Business and Secretarial Course was opened, which includes all the commercial branches and a thorough High School training beside. The demand for it has been most gratifying and students who are not going to college are finding in this department a most excellent training for the business world.

A problem which confronted Mr. Alder in 1909 was the loss of students between the Eighth Grade and the First Year of the High School. The difficulty was lack of coordination between the two departments. Each was in charge of a Superintendent and studies were not sufficiently correlated. There is now no break in the course. Students graduating from the Grammar School in February are immediately transferred to the High School side. Grammar School and High School teachers interchange, so that the pupils of the Eighth Grade feel somewhat acquainted with the other Department before they enter it. This is rapidly stopping what was a serious leakage.

## HISTORY OF ADELPHI ACADEMY

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The Dramatic Association was dead in 1909 and had to be revived. The same thing was true of the Debating Club. Both of these organizations are now in good working order and the play entitled, "Mice and Men," produced by the Dramatic Association in 1914 was one of the best amateur productions ever given by the school. Besides these two clubs there is a Deutscher Verein for the German work, a Cercle Français for the French work, a Science Club for the students in Physics and Chemistry, and two successful Glee Clubs trained by Mr. Thayer and Mr. Lowe.

Another feature of the school that has developed materially in the past few years is the carriage service for children in the Primary Department. This is proving of great convenience to Adelphi patrons. In 1909 only four carriages were running, carrying about forty-five children. Now there are seven carriages bringing daily ninety-five pupils to the school.

In athletics the Adelphi is making an enviable record. In 1909, S. Wood McClave, Jr., was appointed coach of the football team. Just a glance at the following tables will show how well the Adelphi boys under his training have upheld the Brown and Gold on the football field during the last seven years.



## HISTORY OF ADELPHI ACADEMY

Year	Total Games	Games Won	Games Lost	Points Won	Points Lost
1909 .....	6	6	0	90	11
1910 .....	5	3	2	64	16
1911 .....	7	5	2	89	40
1912 .....	7	7	0	176	13
1913 .....	7	5	2	129	46
1914 .....	7	7	0	131	23
1915 .....	6	5	1	74	18
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Total ..	45	38	7	753	167

In seven years only seven defeats.

All the credit for these victories does not belong to Mr. McClave, however. Without the careful training which Dr. Pettit gives the younger boys before they try for the first team, the above record would not be possible. By a system of graded elevens, "Tiny Tads," "Midgets," "Juniors," "Second Team," etc., the boys are toughened for the harder games, and that is one of the main reasons why the school can accomplish so much with a small squad. And yet that squad is growing. In fact, the number of boys in the school is increasing materially. It is interesting to note that at the present time there are almost as many boys as girls in the Academy, the figures being 319 to 331.

Mr. Alder at once interested himself in the Alumni. January 3, 1912, he called them together. Eight hundred of the thousand graduates gave hearty response. The classes assembled under their



BASKET BALL TEAM—1910



BASKET BALL TEAM—1899



BASEBALL TEAM—1910



FOOTBALL TEAM—1909



## HISTORY OF ADELPHI ACADEMY

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class numerals' done in the beloved Brown and Gold. Dr. Levermore greeted the graduates in a felicitous manner. An historical and illustrated address followed. It was well received. The Adelphi Marching Song was rendered most heartily. Mortimer Byers, '96, discoursed upon Adelphi Athletics. Principal Alder spoke of Adelphi Present, asking for the coöperation of the Alumni in the work to be done. Harry C. Edwards gave reminiscences of the days when he was a pupil, dwelling upon a play in which the boys were dressed as girls. When he said, "I sang a song," there was a call, "Sing it now." When he replied that he could not without a chorus, six men who looked like leading citizens marched to the platform and together they sang, in most dramatic manner, "Shall We Ever be Able to Fly?" The *Eagle* said that it was the hit of the evening.

The reunion was so successful that another was called for and on April 11, 1914, the Adelphi friends rallied again.

The *Eagle's* account follows:

The entertainment's features, presided over by Charles J. McDermott as master of ceremonies included a speech of welcome by Mr. McDermott, another speech by Professor William Clark Peckham, head of the Physics Department of Adelphi College, for thirty-nine years actively connected with Adelphi, and a third by Miss Louise J. Hedge of the class of '87. Miss Winifred Marshall, '05, sang. She was followed by yet another speaker, Dr. William G. Anderson, director of the gymnasium of Yale

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University, who was director of athletics in Adelphi Academy from 1884 to 1892.

A pageant followed, depicting the development of athletics in Adelphi for forty-five years. The first director, Truman J. Ellinwood, is still living in Worcester, 84 years old next June. He found it impossible to be present at the gathering but sent a word of greeting. Avon C. Burnham, second athletic director appeared, however, and with Ashburton S. Lewis as accompanist gave an exhibition drill with children in uniform as they were thirty-nine years ago. The boys were in white trousers, red jackets and blue caps; the girls wore full white skirts and blouses, trimmed with red. It was extremely interesting to watch Mr. Burnham, still as active as in 1875, lead the children through the most intricate drills with the hoops and in the game of Follow My Leader.

From 1884 to 1892, Dr. Anderson was in charge of the gymnasium work, and to represent the period a picture of the celebrated football team of 1890 was thrown on the screen. Delsarte of this period was shown by Adelphi girls of the present in Delsarte poses. Depicting the work of Dr. Pettit's administration for the past twenty-two years, basketball in 1892 was shown with two bushel baskets and a football as equipment; the boys were dressed in gold tights with sashes of brown.

To represent the present period the Tiny Tad baseball team lined up for practice and some of the gymnasium team showed their skill in tumbling and pyramid making. Club swinging, basketball and folk dancing represented the athletic work of the girls. Miss Frances H. Flagler, who conducted the work from 1892 to 1907, led a drill with the Indian clubs. Miss Isabel D. Fisher, director of the girls from 1907 to 1913, was unable to be present. Miss Kate L. Austin, the present director, conducted a folk dance, given by girls of the High School Department.



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As a final scene the football team of 1913 appeared on the stage as if running down the field after a punt. The opposing player was tackled, several plays were executed and a cheer for Adelphi given at the close. Then came the Adelphi Cheering Song.

The introduction of the annual "Information Test" has proved an attractive and interesting feature. There is given to the pupils a set of questions designed to show the range of their reading and their familiarity with terms occurring commonly in books and newspapers. They prospect, so to speak, the minds of the boys and girls by running down the diamond drill into their apperceptive basis. It is a useful sort of examination, for there is no possibility of cramming for it.

A few of the answers may be of interest as they contain rare and valuable information:

General William Booth noted for shooting Abraham Lincoln.

Define cynic—Meeting of Doctors for the purpose of caring for the poor.

Who is the author of *Poor Richard's Almanac*? Columbus, Dickens, Whittier, Lincoln, Brooklyn *Eagle*.

Upon what island does the Liberty Statue stand? Blackwells Island.

Meaning of Pacifist? One who travels on the Pacific Ocean.

Meaning of Amphibious? One who tells fibs.

I cannot resist a feeling of envy—envy of the

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one whose good fortune it shall be to continue Adelphi history and to treat of the present administration. It promises to be one of the most interesting and successful. With unflinching courage and high hopes the Adelphi faces the future. She is rich in memories, rich in faith, rich in love, rich in good works and yet to be rich in silver and gold.



## BIOGRAPHY

Dr. Eliot says that properly speaking there is no History, there is only Biography. When the Adelphi looks at its record, names crowd each other for recognition. Among the teachers, above all other names stands the name of Warren T. Webster, greatly beloved, faithful, and successful. His twenty-eight years of service were as a coronet of pearls to Brooklyn.

He was born in Kingston, N. H., June 6, 1830, and was graduated from Brown University in 1851. Possibly George William Curtis had him in mind when he said, "the best bred men were the Brown bred boys."

"On November 12, 1867, he became an instructor in the Adelphi Academy, and in 1869, when the Academy was incorporated, he was made Professor of the Greek and Latin Languages.

"As a teacher, Mr. Webster possessed rare gifts. His lithe and nervous body seemed built to respond to an alert and tireless mind. He had rare skill in winning the love and confidence of his pupils, while he inspired them with a love for their work. This institution, for whose welfare he labored so long and so well, and the generations of pupils who remember him with affectionate regard, are his lasting monument."

We add from the Minutes of the Corporation of Adelphi Academy:

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“It is not to his acquirements, large as they were, neither to his aptness in imparting instruction, that we must look in seeking the real source of his power as an educator. No one ever came into Professor Webster’s presence, or conversed with him, but realized at once his thorough honesty, his transparent truthfulness. There was nothing perfunctory about his work; he was wholly sincere in everything he did. The boys and girls in his classes knew beyond doubt, from the moment they entered, he was there, *in loco parentis*, to do them good. Their failings, their temptations, their weaknesses, as disclosed, were treated in that tone of sincerity and kindness which never fails to carry conviction and hope with it. With such earnest simplicity of purpose, strength of character, power of influence, which none could ever mistake or question, he inspired all with a feeling of warm and lasting attachment, and led his scholars on, each sure in the regard, the true friendship of their guide and mentor.”

Mr. Webster died in Brooklyn, August 3, 1895.

The tribute sent by the Hon. Charles H. Fuller cannot fail to be of interest:

In 1871 I was in the graduating class at Public School No. 11. There were no High Schools in Brooklyn in those days. In order to commence my preparation for college, I took a course in Latin at the Adelphi Academy during the winter of 1871-72. In the Fall of 1872, I entered the collegiate



JOHN LOCKWOOD



HOMER B. SPRAGUE



STEPHEN G. TAYLOR



ALBERT C. PERKINS



J. S. CROMBIE



CHARLES H. LEVERMORE



EUGENE C. ALDER



department of the Adelphi and graduated in 1874. Thus I was under the instruction of Professor Webster during three years.

As I look over this period of 44 years, he comes back to my memory very distinctly. A tall slender man of middle age, virile and vigorous, quick and nervous in manner, and extremely rapid in speech—so rapid, in fact, that it was sometimes difficult to understand him. Impulsive and quick tempered, loathing any of the attempts at trickery or evasion to which lazy or indifferent scholars were prone to resort, but on the other hand, extremely warm-hearted and sympathetic and always ready to aid and encourage honest effort. These are the impressions of Professor Webster which remain in my mind. I can remember him as stern and severe in his rebukes which no doubt we often merited. But I can also remember him, as he would look when seated at a scholar's desk with his arm around the scholar, trying to help him or her out of some classical quagmire. He loved the classics and his enthusiastic spirit was constantly striving to inspire us boys and girls with some of his own fine appreciation of the eloquence of Cicero and the beauties and grandeur of Virgil and Homer. I never had a teacher who was more sympathetic than Professor Webster, or one who endeavored more earnestly to transfuse our rather apathetic minds with his own classical enthusiasm. He loved the boys and girls whom he taught and the boys and girls

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loved him, and after all, is not this mutual love, the criterion of the successful teacher? And so, after nearly half a century, I am glad to have this opportunity to pay my tribute of love and respect to Professor Webster. Probably many of the careless youth whom he taught may have seemed unresponsive to his loving efforts. Doubtless there are today many men and women of mature years, who, like myself, can realize now the value of his unselfish and devoted life. It is this abiding memory of the faithful teacher which crowns his life work with the highest success.

CHARLES H. FULLER.

Charles Jewett was born in Bath, Maine, in 1839, and was graduated from Bowdoin College in 1864. From his Alma Mater he received the degrees of B.A., M.A., and Sc.D. From the College of Physicians and Surgeons in New York came the title of M.D.

He taught at Adelphi from 1869-1880. The Secretary records that she could always tell when girls first went into Dr. Jewett's class, as they usually came to her room crying. Very soon they came to admire his strict and exact ways and to be proud of being in his class.

Ten years after he commenced his medical practice, he secured the Professorship of Gynecology in the Long Island College Hospital and retained



the position during his life. He was widely known as a medical authority.

In the summer of 1910, a few hours after he had performed a most difficult operation at the Hospital, his summons came and his brilliant life work was ended.

I doubt if any pupil whose good fortune it was to be under the charge of Frederick W. Osborn ever hears his name without a feeling of gratitude.

He was Superintendent of the Academy from 1873 to 1884. His perfect justice, his evenness of temper and his interest in each pupil made him the model superintendent.irate parents who "came to scoff, remained to pray." The mother of a very troublesome boy asked him why he liked Prof. Osborn so much when he disciplined him so frequently. He replied, "I admire him because he doesn't get mad and use bad grammar."

As his preference was for teaching, he returned to it and taught in the Academy and afterwards in Adelphi College until his retirement in 1907.

When the pedagogical mania was at its height, its most zealous advocate said: "Mr. Osborn has the best of all methods. He will wait until the pupil answers. In his classes the teacher doesn't do all the talking."

At one time a lady called at the office anxious to get information on a matter not widely known. The Secretary said, "Don't waste your time on me but find Mr. Osborn." When she returned, she



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said, "I found him. He is an encyclopedia." A woman who has recently published a history says, "I owe very much to Prof. Osborn, who first interested me in the subject."

For his great learning, for his gentlemanly qualities, for his skill as a teacher, for his influence on character, he will be long remembered.

Charles Otis Gates was born in Fairfield, Iowa, October 14, 1852. He secured the degree of B.A. from Dartmouth College in 1874 and of LL.B. from New York University Law School in 1885.

He taught at the Adelphi from 1878-1887. From 1887-1896 he was a member of the Board of Trustees and he was a generous donor to the Adelphi endowment fund.

He married Elizabeth Hoagland, daughter of Dr. C. N. Hoagland, and entered the office of the Royal Baking Powder Company. He became President of that company, and held the position until his greatly lamented death, which occurred May 8, 1906.

The Adelphi has always been strong in its Scientific Department. In 1889 it was fortunate in securing the services of William Waldemar Share. Brooklyn was his birthplace. He was graduated from Columbia University in 1881, receiving from his Alma Mater the degree of Ph.D. in 1884. He brought to the work thorough knowledge of his subject and the advantages of high social position. He was exceedingly popular with the students.

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They will remember his thoroughness, the beauty of the tables which he prepared and his intelligent interest in matters of the day. In 1896 he became professor in Adelphi College.

A beautiful window in the Collegiate Building perpetuates the name of John A. Sanford.

Of the Academy staff, Joseph Bowden, Professor of Mathematics, Adelbert G. Fradenburgh, Professor of History, and Elizabeth V. Gaines, Professor of Biology, whose separate creditable records were of six, seven and nine years, are now filling professorships in Adelphi College.

William Cranston Lawton is Professor of Literature at Hobart College.

Charles A. Gardiner is known to the world as the counsel of the Interborough Road and to his peers as a man of great ability and rare promise, whose untimely death deprived the American Bar of a brilliant member. Henry Pennypacker is Head Master of the Boston Latin School. Dr. William G. Anderson was called from the Adelphi to superintend the gymnastics of Yale University. Lillian Foster, '78, was for nine years a devoted and successful teacher of German at Adelphi. She died in 1897. As a token of the affectionate regard which she inspired, a memorial to her was placed upon the walls of Adelphi by her pupils and fellow-workers.

So frequent are the inquiries for a noble band of women who taught well and faithfully for many

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of the early years of the Adelphi, that it seems wise to engrave their names here:

Emily L. Birdseye, Jean S. Boggs, Katharine Bryan, Helen D. Hedge, Charlotte Rawson.

The shortest term of service was twenty-seven years; the longest forty. The other three were of thirty-six years each. No bronze tablet commemorates these names, but on numberless tablets more lasting, more valuable than bronze they are written in letters of imperishable light. Each one was a skillful disciplinarian and devoted to her profession.

They spared no expense of time or effort that they might be of service to the world in the building of character and in stimulating interest in all that is noble and lasting.

Miss Sarah W. Horton, who taught here for eight years, has carried the name and fame of Adelphi to the Pacific Coast. She founded a school in Oakland, California, which holds high rank among the schools of the State.

Ordelia A. Lester came to Adelphi Academy in 1885 as teacher of English and remained twelve years. She was a graduate of Oswego Normal College and of Cornell University. She had the most essential qualification for a teacher—that of love for her work. She had also a thorough knowledge of her chosen subject, and was always and everywhere a student.

As all family ties were early in her history bro-

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ken by death, she gave a wealth of affection to her pupils. She was always at their service, comforting those who were in sorrow, receiving their confidence and assisting in correction of habits which would mar their future usefulness. She entered into the peace of Paradise February 6, 1912.

Her pupils and associates tenderly honor her memory. Her work on character will last when the monument above her place of rest shall have crumbled to aboriginal dust.

Alice I. Kent, '83, gave twenty-eight years of valuable service to the Adelphi. A very troublesome boy said that "She was the patientest teacher that he had ever seen." She was greatly interested in Nature Study and was an occasional contributor to literature in this her favorite line. The College of Agriculture of Cornell University called special attention to "The Story of a Terrarium from Fall until Spring."

Emma Eloise Foster, born in Coldwater, Michigan, in 1863, came to the Adelphi in 1892 as a teacher of History. In 1903 she became Associate Principal. She was quiet, reserved, dignified, always and everywhere the lady. She was an influential member of the faculty and won the respect and affection of her pupils to a remarkable degree. On May 24, 1913, after a short and severe illness she entered into rest. She sleeps her last sleep among her kindred in Jackson, Michigan.

March 23, 1915, great sorrow came to the Adel-

phi in the death of Jeannette D. Weeks, who was one of her best beloved teachers. Miss Weeks measured up fully to George Eliot's definition of a lady, as she possessed "the essential attributes, high veracity, delicate honor, deference for others, and refined personal habits." She put such a motived force into the character of her pupils that they can never lose it in all their after lives. Its memory they can never escape, its stamp they can never efface. The thought of her name will always be followed by a great wave of gratitude and love. Peace to her memory.

### CHARLOTTE MORRILL, 1869—

No history of the Adelphi could be regarded as complete which did not include a sketch of the life and work of Miss Charlotte Morrill. She has been connected with the institution for so long a period and in such a variety of ways that she has become a part of it.

Miss Morrill came to the Adelphi in 1869, the first year of its corporate existence as an Academy. She was appointed teacher of Bookkeeping to succeed Mr. P. F. Van Everen. Very soon after her arrival she was asked to take charge of the Academy accounts. For eight years she figured in the Catalogue as Secretary and Assistant Teacher. During the greater part of her connection with the Adelphi she has acted under various titles as As-

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sistant to the Treasurer and in that position she is probably best known to the officers and teachers of the institution. During the administration of Dr. Levermore she was appointed Bursar of both the College and the Academy and discharged the duties of that office for thirteen years. With a view to enlarging her usefulness and employing her varied talents, she was made Lecturer on Ethics for a period of three years, and subsequently Instructor in Education to college students.

This is but a meagre outline of a life that has been identified with the whole history of the Adelphi. It does scant justice to a service whose influence as a vital force has been felt in every department of the institution. Officers, teachers, and students alike have felt the charm of her strong personality. No occasion could be regarded as complete which was not dignified by her presence and graced by her wit and humor.

As Assistant Treasurer the services of Miss Morrill have been invaluable. Persistently opposed to all unnecessary expenditure, she has carefully conserved the finances of the institution. Teachers have been invited to economize in the use of supplies for the distribution of which she was responsible. An apt story or a pointed joke has often helped to reconcile if not to satisfy the applicant for some fanciful need.

The keeping of the records of an institution is a task the value of which is not generally ap-



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preciated. In the discharge of the duties of this office Miss Morrill has not confined herself to the usual hours of the teacher. When it has been necessary to prepare elaborate Reports for the Board of Regents she has remained at her post in her well-known office for weeks after officers and teachers were in the enjoyment of their vacation.

In December, 1888, in honor of her twenty years of service, the Adelphi teachers presented Miss Morrill with an etching of Hart's "Golden Hour."

For several years she rendered substantial service to her Alma Mater, Mount Holyoke College, as a member of the Board of Trustees.

In 1904 in recognition of her valuable services the College Faculty recommended the Board of Regents to bestow upon Miss Morrill the degree of M.A. The Board was not in favor of allowing young Colleges to give honorary degrees. The cause was ably championed by one member, Dr. Charles A. Gardiner, once an Adelphi teacher, then the Counsel for the Interborough Road. Miss Morrill's diploma bears the seals of the University of the State of New York and of Adelphi.

Her numerous friends sincerely hope that for many years she may retain her connection with the institution which she has so long and so faithfully served.

FREDERICK W. OSBORN.

The Adelphi is proud of her Alumni and proud of her pride. Eleven men and one woman have





T. J. ELLINWOOD



AVON C. BURNHAM



WM. G. ANDERSON



HENRY S. PETTIT



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served on the Board of Trustees, one, as President for three years. One is now Treasurer.

The author of the "Cardinal's Snuff-box," "Lady Paramount," "My Friend Prospero," and other well-known books, whose number would have been increased but for his early death (Harry Harland), was an Adelphi boy.

Dwight L. Elmendorf, who annually comes to entertain Brooklyn, always refers to his Alma Mater, the Adelphi.

Three brothers, sons of Mr. John Gibb, have been separately the head of one of the leading stores of Brooklyn. An Adelphi boy, Edward Hatch, was at the head of Lord and Taylor.

It would be pleasant to speak of every graduate. Looking down the long corridor of time we see the name of William C. Wallace, member of the thirty-second Congress. Charles H. Fuller stands among the leading men of Brooklyn. Rev. William W. Davis is a most acceptable preacher at the Church of the Transfiguration in New York. Charles M. Pratt and his brothers are known everywhere for their generous benefactions to educational institutions and to the city. Right Rev. Sidney C. Partidge exchanged his position as Bishop in charge of Missions of the American Episcopal Church in Kyoto, Japan, to that of Bishop of Kansas City of Missouri. Every Shakesperian student knows of Henry Clay Folger's devotion to Shakesperian study and of his valuable collection of the works

of the Bard of Avon. Starr J. Murphy is a prominent member of the legal staff of John D. Rockefeller. Rudolph Seldner's name is associated with a beneficent charity of Brooklyn, which he founded in honor of his mother. The name of George Barlow, of '78, is perpetuated at Adelphi by a gift made by his father. The Barlow medal has proved a stimulus to the cause of education. Rev. John Brittan Clark occupies most acceptably the pulpit of the First Presbyterian Church in Washington, D.C. Adelphi is proud to write the name of Frederick E. Crane, who is Judge of the Supreme Court of the State of New York. William H. Corbett was known as one of the most successful business men on the Pacific Coast. Laura Winnington was the greatly prized private secretary of Dr. Lyman Abbott. She was largely instrumental in founding the Sea Breeze Home. In beloved memory of Sarah C. Baker, her mother founded an Adelphi scholarship. Among the prominent Librarians of the City we find the names of Mary Casamajor, Mary E. Mathews, Gwendolen Brown, Mildred Stanton, and M. Josephine Thackray. The *Hartford Courant* characterizes Anna Branch, '93, as the Mrs. Browning of America. Certainly her published poems do honor to Adelphi. The women in charge of the magnificent library of the late Pierrepont Morgan calls Marguerite Lahey the leading book-binder of the world.

William Ordway Partridge has become famous

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by making what John G. Whittier called "graven images."

The Bacon-Shakespeare contest does not appeal to us, as we have a playwright of our own, Rebecca Hooker Eastman, the authorship of whose plays is not disputed.

We have clergymen, editors, physicians, lawyers and lecturers whose names command respect the country over. The Adelphi is represented at the Austrian Court by Alice Pfizer Bachoven von Echt. The list of Standard Oil officers sounds like a page from Adelphi roll-books. Sixteen of her graduates have been greatly beloved and successful teachers in the school. When Charles S. Whitman, formerly an Adelphi teacher, left the office of District Attorney of New York County to assume that of Governor of New York, Charles A. Perkins, Class of 1886, was appointed his successor. Adelphi names are written in bronze in our Academy of Music and in our Public Libraries.

When the robes of office in the realm of Benevolence worn by Mrs. Darwin R. James fell from the shoulders of their ascended wearer, they were taken up by her daughter, Ethel James Quin. She is President of the City Mission Society and of the Civitas Club and is a member of the Board of Education.

Mrs. Marion Benedict Cothren is the only woman lawyer claimed by Adelphi.

The only Adelphi girl who is entitled to write

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M.D. after her name is Rosalie H. Stolz, '82, who is a faithful and successful physician.

The vision of the two stately houses on Lafayette avenue wherein the Vernon brothers resided will soon fade away but the records will preserve the names of the ten who came from these houses to study and graduate from the Adelphi. Mr. Thomas Vernon did much efficient work for the Adelphi. Mrs. Vernon was the first person to contribute toward the elevator. They rank among Adelphi's best friends. Their son Alfred was an Adelphi trustee for four years and inaugurated the movement for decorating the walls of his Alma Mater. Mrs. Isabel Vernon Cooke is being widely recognized as an artist of unusual ability.

All New Yorkers feel pride in the career of Dr. Michael Idvarsky Pupin of Columbia University, who has made wonderful electrical discoveries and is rendering valuable service as Serbian Consul here. There are now but few Adelphians who recall the day when Rev. Dr. Homer brought him here to begin fitting for College. Dr. Pupin is now President of the New York Academy of Science.

Speaking of Presidents, here is the record of James F. Kemp, '76, Professor in Columbia University. Twice President of the New York Academy of Science, President of the Alumni of the School of Mines, five years President of the American Institute of Mining Engineers, President of



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the Mining and Metallurgical Society. Incidentally McGill University conferred upon him the degree of LL.D.

Charles J. McDermott, '85, has been President of the Crescent Athletic Club and is now President of the Brooklyn Bar Association.

Clinton L. Rossiter was for nine years President of the Apollo Club. He has recently been elected Vice-President of the Underwood Typewriter Company.

William C. Atwater, '79, holds the record for attendance. In seven years at Adelphi he was never absent or tardy. It is superfluous to add that he is a successful business man.

The following persons, once students in Adelphi Academy, have at different times served on the Board of Trustees: Annie G. (Babcock) Truslow, from 1895 to 1913; Frederick E. Crane, since 1901; Edmund H. Driggs, from 1901 to 1904; Charles J. McDermott, from 1904 to 1907; Charles M. Pratt, from 1887 to 1895; Clinton L. Rossiter, since 1896; Willard S. Tuttle, from 1894 to 1902; *T. Alfred Vernon*, from 1896 to 1900; Frederic H. Webster, from 1904 to 1905; Llewellyn A. Wray, since 1905; Edward T. Horwill, since 1910; Thomas L. Leeming, since 1911.

We are proud to find that Adelphi Academy was represented in the army during the Spanish War by *Eliphalet H. Blatchford*, '95; Edward N. Loomis, '88; Irving A. Ruland, '85; David G.



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Simpson, '95; Arthur T. Southard, '91; George C. Harding, '99.

Beyond the reach of statistics are scores of homes wherein our boys and girls preside. Not until a clearer light than this world affords shines upon their records may we know the length and the breadth and the height of their benefit to the world.

During any quarter-century hundreds of names disappear from the Adelphi records. From 1886 to 1911 there was one name that never failed to appear, that of its faithful custodian, John G. Ewing. No member of the Adelphi family of that time will fail to recall him or to remember that he possessed the typical Scotch qualities of honesty and industry to a remarkable degree. He was possessed of much skill and frequently assisted in the manufacture of intricate pieces of school apparatus.

In his well-earned rest he is followed by the esteem and affection of hundreds of his Adelphi friends.

### UNIVERSITY OF THE STATE OF NEW-YORK BY THE REGENTS OF THE UNIVERSITY OF THE STATE OF NEW-YORK

WHEREAS, William S. Woodward and others, by an instrument in writing under their hands, bearing date the twenty-ninth day of July in the year 1869, after stating that they had contributed more than one half in value of the real and personal property and estate collected



JOHN G. EWING



AFTER FIRE, 1889



CHAPEL AFTER FIRE, 1889



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or appropriated for the use and benefit of the Academy erected at the city of Brooklyn, in the county of Kings, did make application to us the said Regents, in the form and manner required by law, and the ordinances of us the said Regents in that behalf, that the said Academy might be incorporated by the name of The Adelphi Academy of Brooklyn, and that William I. Budington, Joseph T. Dur-yea, Charles W. Homer, David Moore, Charles Pratt, John French, Spencer D. C. Van Bokkelen, Henry W. Slocum, George G. Reynolds, Buckley T. Benton, Joseph C. Hutchison, Enos N. Taft, John Davol, Charles E. Hill, Charles E. Evans, William S. Woodward, Edwin Beers, Alfred C. Barnes, Harold Dollner, John B. Norris, Horace D. Wade, Wm. C. Dunton, Lindon W. Saltonstall, & Edw'd F. DeSelding might be the first Trustees of the said Academy, and it having been made to appear to our satisfaction, that the said Academy is endowed with suitable academic buildings, library and philosophical apparatus of the value of at least Two thousand five hundred dollars, and conceiving the said Academy calculated for the promotion of Literature, WE the said Regents do, by these presents, pursuant to the Statute in such case made and provided, signify our approbation of the incorporation of the Trustees of the said Academy, by the aforesaid name of

### THE ADELPHI ACADEMY OF BROOKLYN

and that the same shall be subject to the visitation of us and of our successors, as provided by law. ON CONDITION, however, that the said endowment shall never be diminished in value below Two thousand five hundred dollars, and that the same shall never be applied to purposes other than for public academic instruction, sub-

## HISTORY OF ADELPHI ACADEMY

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ject also to the ordinance of the said Regents as to the debts of Academies passed January 15, 1857.

IN WITNESS WHEREOF, we have caused our common seal to be hereunto affixed, and the names of our Chancellor and Secretary to be hereunto subscribed, the third day of August, in the year one thousand eight hundred and sixty-nine.



(Signed) JOHN N. L. PRUYN,  
CHANCELLOR.

(Signed) S. B. WOOLWORTH,  
SECRETARY.

## ADDENDA

### THE CHARLES PRATT ENDOWMENT

In 1886 Mr. Charles Pratt gave one hundred and sixty thousand dollars for the erection of an additional building, combining the best surroundings, light, warmth and pure air that could be obtained for the students, upon the conditions:

That it should be the aim of the Institution to provide improved apparatus and appliances for teaching, and to employ a sufficient number of the best instructors with adequate salaries, and that the total number and the age of pupils should be limited to correspond with the carrying out of this ideal, and further, that when this result should be accomplished, and the annual surplus revenue of the school in any year should equal or exceed five thousand dollars, then each year in which the surplus revenue equals or exceeds the said amount, at least five thousand dollars should be set apart towards forming a permanent fund, equal to the sum donated, the income of which should, as soon as sufficient, be applied to the support of a Department of Physical Education and the Laws of Health.

This fund was accepted on the conditions proposed.



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### PRESIDENTS OF THE BOARD OF TRUSTEES OF ADELPHI ACADEMY FROM 1869-1913

Rev. William Ives Budington.....	1869-74
Charles Pratt .....	1874-91
Charles M. Pratt.....	1891-94
Edward F. de Selding (acting).....	1894-95
Timothy L. Woodruff.....	1895-08
James H. Post.....	1908-

### TREASURERS OF ADELPHI ACADEMY

Charles Pratt .....	August-October, 1869
Harold Dollner .....	1869-72
and .....	1875-86
Edwin Beers .....	1872-73
Edgar W. Crowell.....	1873-75
John Gibb .....	1886-93
Hayden W. Wheeler.....	1893-04
Clinton L. Rossiter.....	1904-

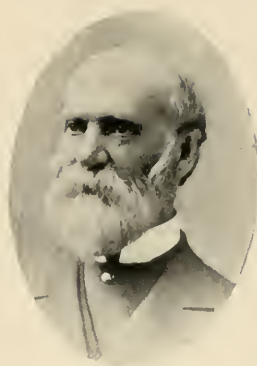
### SECRETARIES OF THE BOARD OF TRUSTEES OF ADELPHI ACADEMY

Alfred C. Barnes.....	1869-1874
Edward F. deSelding (Acting)...	1873-1874
Edward F. deSelding.....	1874-1895
Willard S. Tuttle.....	1896-1902
Frederick E. Crane.....	1902-1905
Charles J. McDermott.....	1905-1907
Herbert K. Twitchell.....	1907-





HAROLD DOLLNER



EDWIN BEERS



EDGAR W. CROWELL



JOHN GIBB



HAYDEN W. WHEELER



CLINTON L. ROSSITER



## HISTORY OF ADELPHI ACADEMY

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### PRINCIPALS OF ADELPHI ACADEMY

John Lockwood .....	1863-70
Died December 24, 1901	
Homer B. Sprague .....	1870-75
Stephen G. Taylor .....	1875-83
Died March 21, 1884	
Albert C. Perkins .....	1883-92
Died September 22, 1896	
John S. Crombie .....	1892-93
Died April 16, 1893	
Charles H. Levermore .....	1893-09
Eugene C. Alder .....	1909-

### SUPERINTENDENTS OF ADELPHI ACADEMY

#### COLLEGIATE DEPARTMENT

Warren T. Webster .....	1870-94
Died August 3, 1895	

#### ACADEMIC DEPARTMENT

Horace H. Howe (Sub-Collegiate) .....	1899-09
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#### ELEMENTARY DEPARTMENT

Washington Choate .....	1870-73
Frederick W. Osborn .....	1873-84
Arthur C. Wadsworth .....	1884-94
Ernest N. Henderson .....	1902-06
Edwin C. Broome .....	1906-09

#### PREPARATORY DEPARTMENT

Maria A. Leggett (Died May 24, 1891) .....	1869-91
Hattie E. Hunt .....	1884-90

#### SUPERVISOR

Edna Pateman .....	1890-
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## HISTORY OF ADELPHI ACADEMY

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### FREE SCHOLARSHIPS

September 28, 1874, the trustees established ten free scholarships, exclusive of the children of instructors in the Adelphi Academy. They voted also that the children of resident clergy officiating in the city of Brooklyn, of teachers in the Polytechnic and Packer Institutes, be admitted at half the rates of tuition. October 19, 1874, this was conceded to include also children of principals of Public Schools in the city of Brooklyn.

September 18, 1876, six scholarships were offered to the Public Grammar Schools of Brooklyn. Subsequently they were changed to five and given to the graduates of the Central Grammar School.

December 15, 1879: "As a token of the high esteem in which Harold Dollner is held by his associates in the Board, and in further recognition of their appreciation of his interest in and his devotion to and of the value of his services on behalf of the Adelphi Academy, one of the ten scholarships shall be known and designated as the Dollner Scholarship."

After that, scholarships were named as follows: Charles Pratt Scholarship, Hayden W. Wheeler Scholarship, E. F. deSelding Scholarship, William S. Woodward Scholarship.

### PRIZES

By gift from Mr. Charles Pratt in 1884, the income of \$1,000 is applied annually to prizes for improvement in penmanship. The same benefactor also established a fund of \$1,000 in 1890 to encourage good reading and elocution. Its income is applied to awards for those who have made the most improvement during the year and also to the providing of new matter for supplementary reading.

In December, 1897, by the will of Mr. George Barlow, a fund of \$5,000 was given to the Adelphi. It was to be called the George Francis Barlow Fund, in memory of the donor's son, who was graduated from the Academy at the head of his class in 1878. A portion of this is devoted to the maintenance of the George Francis Barlow Medal or Medals (not more than three in number) given for high rank in scholarship.

The medal of the Alliance Française is offered annually to that student in the third or fourth year of the Academy, who has shown, during the year, the greatest proficiency in the study of the French language and literature.

Prizes are awarded annually in the department of physical education for all-round physical excellence. There are four classes of awards: buttons, bronze, silver and gold medals.

Each class is represented by twelve exercises or events—athletic, gymnastic or acrobatic—requiring

## HISTORY OF ADELPHI ACADEMY

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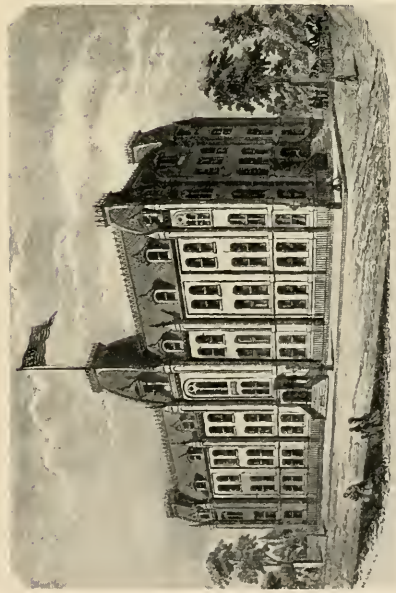
skill, agility, strength and endurance. No one can win the prize in any class without successfully completing each and every event in the class in question. The pupil soon completes the events in which he is strong, and, in order to win the prize, must practice patiently and persistently the events in which he is weak. So he is won to health and symmetry by developing the weaker parts of the body—for “a chain is no stronger than its weakest link.”

Membership in teams that represent the Academy creditably is recognized by an award of the letters “A. A.” and by such other tokens as may be agreed upon by the Faculty Athletic Committee and the Alumni Advisory Committee, or by their representatives in conference at the end of each season.

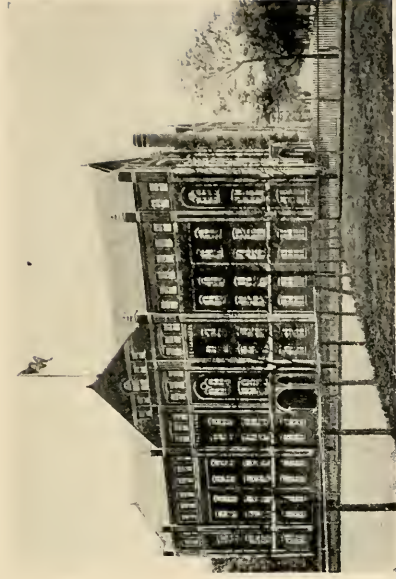
By the will of Miss Freda M. Brunn, Class of '88, the sum of five thousand dollars was given to Adelphi College to be used in maintaining a department of either cooking or sewing in connection with either the collegiate or the academic courses. After the termination of a certain trust-fund created by the will, another sum of five thousand dollars is to be added to the aforesaid bequest.

Principal	Year	Pupils	Graduates
John Lockwood . . . . .	1864	28	
“ “ . . . . .	1865	61	
“ “ . . . . .	1866	156	
“ “ . . . . .	1867	304	

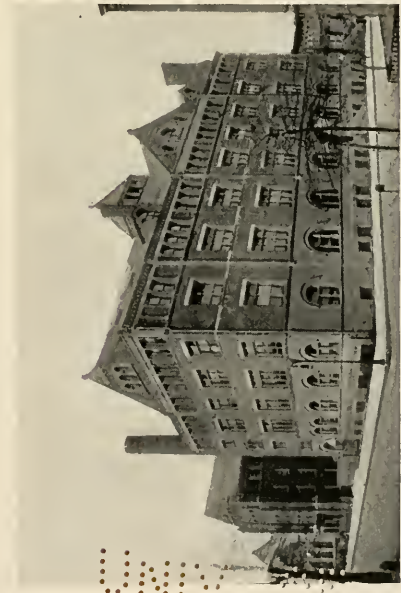




ADELPHI ACADEMY, 1880



ADELPHI ACADEMY, 1890



ADELPHI ACADEMY, 1889



ADELPHI ACADEMY, 1900





## HISTORY OF ADELPHI ACADEMY

Principal	Year	Pupils	Graduates
John Lockwood.....	1868	482	
Incorporated			
“ “ .....	1869	469	
“ “ .....	1870	497	
Homer B. Sprague.....	1871	264	1
“ “ “ .....	1872	552	5
“ “ “ .....	1873	572	7
“ “ “ .....	1874	546	8
“ “ “ .....	1875	573	22
Stephen G. Taylor.....	1876	592	17
“ “ “ .....	1877	538	19
“ “ “ .....	1878	539	16
“ “ “ .....	1879	578	16
“ “ “ .....	1880	625	11
“ “ “ .....	1881	738	4
“ “ “ .....	1882	825	12
“ “ “ .....	1883	921	15
Albert C. Perkins.....	1884	931	12
“ “ “ .....	1885	936	23
“ “ “ .....	1886	945	20
“ “ “ .....	1887	889	12
“ “ “ .....	1888	870	28
“ “ “ .....	1889	978	23
“ “ “ .....	1890	1,041	28
“ “ “ .....	1891	1,126	28
“ “ “ .....	1892	1,094	20
John S. Crombie.....	1893	1,032	25
Charles H. Levermore...	1894	942	23
“ “ “ ...	1895	965	23
“ “ “ ...	1896	903	16
“ “ “ ...	1897	982	33
“ “ “ ...	1898	969	18
“ “ “ ...	1899	918	39
“ “ “ ...	1900	837	24

## HISTORY OF ADELPHI ACADEMY

Principal	Year	Pupils	Graduates
Charles H. Levermore . . .	1901	788	30
“ “ “ . . .	1902	795	55
“ “ “ . . .	1903	845	59
“ “ “ . . .	1904	767	34
“ “ “ . . .	1905	784	39
“ “ “ . . .	1906	756	37
“ “ “ . . .	1907	743	38
“ “ “ . . .	1908	723	38
“ “ “ . . .	1909	679	40
Eugene C. Alder . . . . .	1910	649	40
“ “ “ . . . . .	1911	635	35
“ “ “ . . . . .	1912	601	29
“ “ “ . . . . .	1913	639	37
“ “ “ . . . . .	1914	683	40
“ “ “ . . . . .	1915	696	45
			1,144
Boys . . . . .			436
Girls . . . . .			708
			1,144

### PRESIDENTS OF ASSOCIATE ALUMNAE

1895-1897.	Caroline D. Camp
1897-1899.	Mabel L. Hastings (Mrs. John Humpstone)
1899-1901.	Alice L. Morse
1901-1903.	Minerva Bon (deceased)
1903-1905.	Alice Pfizer (Baroness Alice Bachofen von Echt)
1905-1907.	Jenny I. Pfeiffer (Mrs. Harold Nomer)
1907-1909.	Jessie Ogg
1909-1911.	Amy C. Romer (Mrs. Alfred D. Snyder)
1911-1913.	S. Edith Wilkinson
1913-1915.	Ella McDermott (Mrs. Charles R. Hebard)
1915.	Jessie Righter (resigned)
1915.	Elisabeth Shaw

## HISTORY OF ADELPHI ACADEMY

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### NAMES OF TEACHERS WHOSE TERMS OF SERVICE EXCEEDED THREE YEARS AND OF THOSE IN SERVICE IN 1914

d—dead                      m—(only after names of ladies) married

Names	Date	Remarks
Abernethy, Julian W..	1881-92	
Anderson, Henry S..	1886-92	
Anderson, William G..	1884-92	
Arquit, Mary.....	1890-95	d., m. Herman Chapin
Auel, Pauline M.....	1903-07	m. Walter I. Volckens
Austin, Sara J.....	1885-95	m. Charles Snow
Averill, Mary J.....	1871-79	
Axson, Stocton ....	1896-99	
Ayer, Jennie J.....	1899-	
Bellows, Fred E.....	1886-92	
Bennett, Emma M...	1908-11	m. W. L. Bennett, Jr.
Benoliel, Sol. D.....	1897-1901	
Biederman, Ella F...	1912-	
Birdseye, Emily L...	1871-98	d.
Blau, Max F.....	1898-03	
Boggs, Jean S.....	1872-08	
Both-Hendriksen, Louise .....	1894-03	
Boyle, F. T. L.....	1872-75	
Bowden, Joseph ....	1898-03 and 1905-06	
Brandt, Wilhelmina S.	1900-11	m. Gordon F. Hull
Brewer, John Hyatt..	1899-06	
Briggs, Jennie .....	1871-75	d.
Brown, Delwin F....	1878-95	d.
Brunn, Freda M....	1897-07	d.
Buckingham, Elinor M. ....	1894-00	
Burnham, Avon C...	1875-77 and 1881-84	
Bryan, Katharine ...	1871-06	

## HISTORY OF ADELPHI ACADEMY

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Names	Date	Remarks
Camp, Isobel . . . . .	1869-71 and 1875-85	
Chandler, Jane W. . . . .	1869-77	d.
Charvet, Louise . . . . .	1896-05	
Clay, Nellie H. . . . .	1891-95	
Cleaveland, Cornelia. . . . .	1883-86	d.
Common, Vera M. . . . .	1911-	
Conner, Adah B. . . . .	1912	
Cuddy, Louise J. . . . .	1890-94	m. R. G. Hanford
Cuenod, Marguerite. . . . .	1907-13	
Cuevas, Rosalia del P. . . . .	1902-	
Davis, William W. Jr. . . . .	1882-85	
Deacon, Emily V. . . . .	1910-	
DeRougemont, Amede. . . . .	1879-95	d.
Dietrich, Marie C. . . . .	1890-95	m. John Hormby
Doring, Jessie . . . . .	1906-12	
Dougall, J. Bernard. . . . .	1912-	
Doyle, Thomas L. . . . .	1877-81	
Dunn, William A. . . . .	1899-01	d.
Dunning, Matilda M. . . . .	1882-95	
Eastman, Susan L. . . . .	1898-05	m. Benj. Watson
Edwards, William A. . . . .	1889-97	
Ellinwood, Truman J. . . . .	1869-75	
Elsmore, Annie . . . . .	1913-	
Estes, J. Agnes . . . . .	1895-02	m. Arthur A. Reimer
Evans, Margaret M. . . . .	1903-07	d.
Farnam, Ellen Noble. . . . .	1900-07	m. John M. Tuggey
Fisher, Edward T. . . . .	1870-79	
Fischer, Isabel Dix. . . . .	1907-13	
Flagler, Frances H. . . . .	1892-07	
Foster, Emma E. . . . .	1892-13	d.
Foster, Lillian . . . . .	1888-97	d.
Fradenburgh, Adel-		
bert G. . . . .	1896-03	
Freyburger, Ernst . . . . .	1910-	

## HISTORY OF ADELPHI ACADEMY

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Names	Date	Remarks
Gaines, Elizabeth V.	1894-03	
Gates, Charles O.	1878-87	d.
Goldsmith, Theodora.	1901-	
Gray, Harriet	1912-	
Greeley, M. Elizabeth.	1877-83	
Hale, Gertrude M.	1898-1904	
Harlow, Louise D.	1885-95	
Harvey, Anna E.	1893-1912	
Hasbrouck, Isaac E.	1884-89	
Hayden, Stella	1869-77	d.
Hedge, Helen D.	1871-1911	
Hedge, Louise J.	1889-94	
Hedges, Carolyn E.	1885-	
Heuermann, Helen F.	1902-09	
Hill, Clara S.	1898-05	
Hobson, George P. F.	1893-98	
Holt, Walter V.	1885-96	
Hooper, Franklin W.	1880-89	d.
Horton, Sarah W.	1873-82	
Howe, Horace H.	1899-	
Hunt, Hattie E.	1881-91	
Hunter, Myra I.	1911-14	
Huyssoon, Peter V.	1878-87	
Hyde, Justus C.	1901-08	
Jacobus, George	1909-	
Jennings, Jessie F.	1892-95	
Jewett, Charles	1869-74	d.
Jewett, Edmund G.	1912-	
Johnson, Lloyd W.	1907-	
Joralemon, Eugene	1904-11	
Keep, Arthur Baxter.	1898-02	
Kelton, Mary E.	1897-10	
Kennerly, Martha M.	1899-03	
Kent, Alice I.	1885-12	d.

## HISTORY OF ADELPHI ACADEMY

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Names	Date	Remarks
Kent, Henrietta B...	1890-98	
Kibbe, Caroline S....	1895-04	
Kuck, Ethelwyn G...	1905-12	m. Albert C. Smalley
Latham, Burton F...	1912-	
Lawton, William C...	1895-03	
Leggett, Estelle .....	1891-96	d.; m. Dr. Hallock R. Maine
Leggett, Maria A....	1869-91	d.
Lester, Ordella A....	1884-97	d.
Lewis, Ashburton S..	1875-1914	
Locke, L. Leland ....	1902-08	
Lowe, Sidney D.....	1904-09	
Macfarlane, William P. ....	1895-1913	
Mackay, Irene .....	1912-15	
Matruchot, Marie ...	1888-91	
Mattern, Roy B.....	1897-02	
May, Max E.....	1910-14	
Miller, Mabel .....	1898-05	
Minor, Edith S.....	1908-	
Morrill, Charlotte ...	1869-	
Morse, Anna Ger- trude .....	1902-	
Nason, Alice L.....	1902-06	m. George B. Cooper
Nelson, Theodore, Jr..	1907-10	
O'Rourke, Mary S...	1911-	
Osborn, Frederick W..	1872-1903	
Parker, Helen C.....	1901-	
Parsons, Lena F.....	1906-12	m. Edward W. Merrill
Payson, M. K.....	1869-73	
Pateman, Edna .....	1884-	
Peckham, William C..	1875-1904	
Pennypacker, Henry .	1888-91	
Pettit, Henry S.....	1892-	



## HISTORY OF ADELPHI ACADEMY

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Names	Date	Remarks
Prall, Rosa J.....	1874-89	m. F. J. Elster
Rawson, Charlotte ...	1870-06	
Reiner, Anna M.....	1898-03	
Rice, Edward D.....	1869-73	
Robinson, Mrs. Cor- nelia S. ....	1888-	
Roethgen, N. Louise..	1898-	
Rogers, Cornelia H. B. ....	1891-96	d.
Rose, Julius T.....	1892-1900	
Sanborn, Sarah P....	1869-73	m. Joseph B. Gage; d.
Sanford, John A....	1897-03	d.
Scharff, Violette E...	1895-04	
Schneider, Wm. S....	1908-12	
Scott, Herbert W....	1907-	
Scott, Loulie A.....	1912-	
Seelye, Burt P.....	1891-96	
Servoss, Annie K....	1896-01	m. Harry F. Pardee
Share, William W....	1889-96	
Shaw, Mary E.....	1869-72	m. Jared Brewster
Shields, J. Frank....	1893-97	
Smith, Annie C.....	1873-80	
Stannard, J. Ellis....	1907-12	
Southard, Alma ....	1909-15	m. Wilbur F. Preston
Tanner, Edwin P....	1904-07	
Thayer, William A....	1906-	
Tooker, Ida F.....	1884-88	m. M. Lloyd
True, R. S.....	1876-79	
Uhrich, Irvin J.....	1902-09	
Upton, Margaret ...	1875-85	
Vandercook, Mrs. M. Elizabeth .....	1892-96	d.
Vandercook, J. Willis.	1881-85	d.
VanWinkle, Hattie A.	1875-80	

## HISTORY OF ADELPHI ACADEMY

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Names	Date	Remarks
Vimont, Laura L. . . .	1904-10	
Volentine, Mrs. T. J. .	1898-02	
Wadsworth, Arthur		
C. . . . .	1883-94	
Walker, Jeannette . . .	1886-94	m. Charles Kaysen
Waters, Mrs. Helen		
M. . . . .	1888-95	
Watt, Mrs. Sally C. .	1913-	
Webster, Warren T. .	1869-95	d.
Weeks, Jeannette D. .	1885-12	d.
Westbrook, Mrs. F.		
A. . . . .	1896-00	
Whitman, Charles S. .	1891-94	
Whitney, Ida H. . . .	1889-93	m. William Fernald
Whittaker, John B. . .	1875-	
Whittaker, Mrs. John		
B. . . . .	1883-1914	
Willis, Lettie A. . . .	1889-94	
Wood, Mrs. Grace R. .	1912-	
Woodruff, Ruth D. . .	1901-04	m. Alfred H. Perrin
Worman, Emma P. . . .	1879-83	d.
Worman, James H. . . .	1878-83	
Wykes, Adaline G. . . .	1895-02	
Wykes, Mary E. . . . .	1889-96	m. Dr. R. W. Westbrook
Yerex, James W. . . . .	1904-09	
Yoran, Mary A. . . . .	1911-	
Zick, Henry . . . . .	1892-98	

### FIRST BUILDING

Architects, Mundell and Teckritz; builders, Henry Taney and Baker, Smith & Co.; date of opening, February 4, 1868.

## HISTORY OF ADELPHI ACADEMY

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### WEST WING

Architects, Mundell and Teckritz; builders, S. and W. C. Booth, J. Locke and Son and Baker, Smith & Co.; date of opening, September 23, 1871.

### EAST WING

Architect, E. L. Roberts; builders, F. D. Norris and Enoch Rutzler; date of opening, June 14, 1879.

### COLLEGIATE BUILDING

Architect, Charles C. Haight; builder, L. W. Seaman, Jr.; date of opening, February 18, 1889.

### NEW CHAPEL AND FOURTH FLOOR ON LAFAYETTE AVENUE

Architect, William B. Tubby; builder, L. W. Seaman, Jr.; date of opening, November 3, 1890.

### ORDER OF THE DAY

1868-9

8.15	o'clock*	Preliminary Assembly—Ten Bells.
8.25	"	General Assembly—Five Bells.
8.30	"	Prayers—One Bell.
8.55	"	Inspection.
9.00	"	Recitations begin.
11.00	}	Grade Recesses of Forty Minutes.†
1.00		
2.00	"	Recitations conclude.
2.00	}	Delinquents' Session.
2.30		

During November, December, January, February and March school will begin and close half an hour later.

A Delinquents' Session is held on Saturday also.

\* The Preparatory Grades assemble thirty minutes later than this, the year round.

† The Preparatory and Intermediate Grades have other rests.

## HISTORY OF ADELPHI ACADEMY

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From the large number of Adelphi songs we select two:

### HAIL, ADELPHI

Hail, Adelphi! now we cheer thee,  
We, thy children, thronging near thee,  
Ever loyal, shout and sing,  
Adelphi, live for aye!  
Skies of hope are bending o'er us,  
High ambitions rise before us,  
Loud and long thy praises ring,  
Adelphi, live for aye!  
Thine the richest treasure,  
Years of youthful pleasure,  
Joy no day can take away  
Thou givest without measure;  
Now thy banner proudly bearing,  
We march forth in honor sharing,  
While thy colors we are wearing,  
Brown and gold for aye!  
We will give thee in this hour  
Praise and glory for the power  
Thou hast granted for a dower  
To the Brown and Gold.  
We, thy ways of wisdom learning,  
Keep our zeal forever burning,  
And for strength to thee are turning  
As in days of old!  
We'll forget thee never,  
Though our paths may sever;  
Alma Mater in our hearts  
Will find her place forever!  
As her children thronging near her  
Let us sound her praise and cheer her;  
And in chorus shout and sing,  
"Adelphi, live for aye!"

C. S. ROBINSON.

## HISTORY OF ADELPHI ACADEMY

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### FIELD SONG

We're from a school of great renown, Adelphi is its name;  
We've got a team you cannot down, they're out to win the  
game.

We're here to see the fun begin, we'll stay until it's  
through,

And cheer and sing until the din is heard in Kalamazoo.

(Chorus)

Cheer for Adelphi!  
Wave banners high,  
Strive hard for victory,  
Never say die!  
Shoulder to shoulder,  
Strong hearts within,  
Fight for Adelphi,  
We're bound to win!

Now anyone who thinks that we are not just what we  
claim,

Had better join the crowd and see Adelphi play the game.

Just watch the boys in Brown and Gold, go smashing  
through the line,

Did you ever see a team so bold, or a sight that's half so  
fine?

(Chorus)

W. A. THAYER.

## HISTORY OF ADELPHI ACADEMY

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I remember that George Barlow of '78, whose name is perpetuated here by his father's generous gift, once asked me to collect the class mottoes. I find that they commenced in 1875 and were discontinued in 1892.

- 1875 "Animo et Constantia"
- 1876 "Fortiter, Fideliter, Feliciter"
- 1877 "Φῶσδε"
- 1878 "γικῶμεν"
- 1879 "εὐθύωρον"
- 1880 "Ἀεὶ κινήτως"
- 1881 "Ad Astra per Aspera"
- 1882 "In Omnia parati"
- 1883 "Ἀεὶ ἄνω"
- 1884 "Μαθηταί"
- 1885 "οὐχ ἡμέρα ἄνευ γραμμῆς"
- 1886 "ἐπὶ ἄκρα"
- 1887 "In omnia paratur"
- 1888 "Fidelitas"
- 1889 "Esse quam videri"
- 1890 "Fortiter, Fideliter, Feliciter"
- 1891 "ἔργους"
- 1892 "Sursum Corda"

## ADELPHI ACADEMY CHEERS

The history of the origin of the Adelphi Cheers is obscured by the mists of time. I find that '91 gave us:

Kraza—Kraza—Ki—ti—mun  
Bricka—Bracka—boom—a—la—ka  
Hira—Kracha—boom—a—la—ka  
Bricka—Bracka—boom—a—la—ka

## HISTORY OF ADELPHI ACADEMY

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Ernest B. Humpstone brought from the University of Pennsylvania:

Osky—Wow! Wow!  
Wisky—Wow! Wow!  
Holy—Makel—Ei!  
Kentucky—Ei!  
Adelphi!

Weego! Weego! Weego—Wy!  
(Spell) A-D-E-L-P-H-I  
Weegs! Weego! Weego! Weego, Wy!  
(Spell) A-D-E-L-P-H-I !

Boom-a-lacka! Boom-a-lacka!  
Rah! Rah! Rah!  
Chick-a-lacka! Chick-a-lacka!  
Chow! Chow! Chow!  
Boom-a-lacka! Chick-a-lacka!  
Rah! Rah! Rah!  
Adelphi! Adelphi!  
Siss! Boom! Ah!

Adelphi (spoken softly three times)  
Adelphi (spoken louder three times)  
ADELPHI (cheer three times).

Whistle—Boom! (Name)! Adelphi!  
(Spell) T-E-A-M Yay! Team! (repeat three times)  
(Spell slowly) A-D-E-L-P-H-I—Adelphi!



## HISTORY OF ADELPHI ACADEMY

---

Dr. W. G. Anderson sends these as belonging to  
1891:

Rah, rah, rah! Rah, rah, rah!  
Didi, didi, delphi  
Sis, boom, ah!

Ching, ching, ching!  
Chow, chow, chow!  
Bully for Adelphi!  
Bow, wow, wow!

Breka ko ax, ko ax, ko ax!  
Breka ko ax, ko ax, ko ax!  
Hoorah, hoorah, parabalu!  
Adelphi!

*“And here I make an end. If I have  
done well and as is fitting the story it is  
that which I desired, but if slenderly and  
meanly it is that which I could attain  
unto.”*

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